REPORT

ON

PUBLIC INSTRUCTION

IN

MYSORE

FOR THE YEAR 1868–69

BIBLIOTHECA BODLEIANA

BANGALORE

MYSORE GOVERNMENT PRESS

1869

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   2. Schools.
C. Literary and Scientific.
   1. Literary and Scientific Societies.
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Genl. No. 889.
Genl. „ 132.

MYSORE CHIEF COMMISSIONER'S OFFICE,
NANDIDROOG, 19*th May* 1869.

To

THE DIRECTOR OF PUBLIC INSTRUCTION OF MYSORE,
BANGALORE.

SIR,

I am directed to acknowledge the receipt of the Report on Public Instruction in Mysore for the year 1868—69, submitted with Mr. Rice's docket No. 300 of the 4th instant, and to communicate the Chief Commissioner's observations thereon.

2. There is a marked improvement in the number of scholars attending the various schools, the number in Government schools being nearly double what it was in the previous year, while in grant-in-aid schools there is an increase of more than 1000, and in the lists of Hóbḷi schools 5088 pupils have been entered.

3. The two principal points requiring remark are the establishment of sub-talook (Hóbḷi) schools, and the movement made towards organizing female schools. The first of these has evidently been accepted as a boon by the country generally, and the latter bids fair to succeed. The introduction of Telugu into those talooks where that language prevails is also a marked feature, and will, the Chief Commissioner hopes, lead to improvement in the schools of the Kolár District.

4. The Chief Commissioner is glad to see that the post of Deputy Inspector of Hóbḷi Schools is regarded with favor by the Educational Department.

5. In regard to finance, the only point requiring notice is the large outlay on English grant-in-aid schools, which the Chief Commissioner thinks should be restricted as far as possible, it being apparent that the vernacular schools are beginning to appreciate the value of Government support, while it is unlikely that the aid given to English schools will ever be relinquished.

6. The returns under University examinations appear satisfactory, and the Chief Commissioner is glad to see that the High School maintains a good place in the list.

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7. It is gratifying to observe that the imposition of fees in the Raja's School at Mysore has in no way affected the attendance of the pupils at that institution.

8. The Hassan and Kolár Schools of the higher class take a prominent place among such institutions in the province, but the others seem to be still susceptible of great improvement.

9. The middle class schools do not call for special remark.

10. Among the Canarese schools of the lower class, those of Dodda Baḷḷápura, Chikka Baḷḷápura, Maddagiri, Toomkoor, Shikáripura, Ságara, Báṇávára, Dévanagere and Hosadurga appear to deserve notice. Generally however the character of these schools is below par.

11. The Hindustani schools do not progress as they should, which indicates either a want of proper organization, or a paucity of good masters.

12. The details given regarding the Hóbḷi schools are interesting, and great credit is due to Mr. Rice for inaugurating and defining the excellent scheme now in progress, for carrying education into all the sub-divisions of talooks. So far as it has as yet been carried it may be pronounced a complete success, and it is to be hoped that better educated men will, in the course of a few years, by an easy process and with the support of the people, take the place of the old instructors. It is observed that these schools have been established in 146 out of 645 hóbḷies of the province, which for the first year's progress is gratifying.

13. The first attempts made to establish female schools have proved so successful that the Chief Commissioner thinks that, now that the co-operation of influential high caste natives has been secured, the number may be safely increased in different parts of Mysore.

14. The progress attained in spreading normal schools appears to the Chief Commissioner very encouraging, and he has no doubt that their effect will be felt shortly throughout the province. From the report submitted, it is evident that a great step has been made in enabling the indigenous teachers to recognize and reflect upon their own imperfect education, and thus stimulating them to acquire a genuine title to be called learned men.

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15. The Engineering School is, it is observed, reported on more favorably than heretofore.

16. The instruction given in the Central Jail should, in the Chief Commissioner's opinion, be, as far as practicable, extended to the other jails of importance in the province, the progress made having been satisfactory. Good results are also anticipated from the education imparted in the juvenile reformatory.

17. The details given under the head of private schools are interesting, but do not call for special notice, except the praiseworthy efforts made by the ladies of the London Mission in educating girls in the Bangalore péţé. In the other schools the progress made appears creditable. The remarks on indigenous schools contained in paras 99—107 are well deserving of perusal.

18. The Chief Commissioner quite concurs with Mr. Rice in the remarks made in para 118, that it is unwise to encourage inferior English schools, which only enable boys to acquire a superficial smattering of the English language which is of no practical service, and only makes them conceited.

19. The greatly increased sale of books and the constant demand for them, are very remarkable signs of a generally wide spread desire for securing a good education.

20. The progress made in erecting school houses appears creditable, and the Chief Commissioner expects good results from the supervision of such work having been entrusted to the Educational Department.

21. The Educational Department has been very efficiently presided over by Mr. Rice, to whose industry and ability most of the improvements effected are due, and he is well entitled to the best thanks of the Chief Commissioner. Mr. Bowring also acknowledges the services of the other officers mentioned by him.

22. The present Report, I am to add, is undoubtedly the best yet prepared in this province, and does great credit to the officiating Director of Public Instruction.

"By Order,"

T. Clarke,

Offg. Secretary.

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OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

BANGALORE, *4th May* 1869.

From

B. L. RICE, Esq.,

Officiating Director of Public Instruction.

To

CAPTAIN T. CLARKE,

Officiating Secretary to the

Chief Commissioner of Mysore.

I have the honor to submit my report on Public Instruction in Mysore, for the official year 1868—69.

Numerical Results.

2. The result of the year's operations will be illustrated by the following table, shewing the aggregate of schools and scholars now connected with the department as compared with the number reported at the end of last year.

Description.	1867—68		1868—69	
	Schools.	Scholars.	Schools.	Scholars.
Government	64	2,797	89	4,839
Hóbḷi	0	0	146	5,088
Grant-in-aid	46	4,138	74	5,202
Total......	110	6,935	309	15,129

The bare statement in this simple form indicates a very marked progress. The result is partly due to the greater development of previously existing institutions, but mainly to important educational measures recently introduced. The principal of these will be here briefly mentioned as preliminary to the formal report, a description of particulars being reserved for the sections under which each falls to be treated.

Hóbli Schools.

3. The leading event of the year has been the establishment of hóbḷi or village schools, designed for the benefit of the rural population and the masses generally. The scheme for this purpose has

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been welcomed in all parts of the country as a great boon, and the people have in the clearest manner evinced their desire to obtain a good education for their children.

Female Schools.

4. A movement only second in importance has been the opening of Government female schools, the success of which proves that the step is appreciated by the more intelligent classes of native society. Had not further efforts been postponed by Government, many schools might have been set up in different parts of the country.

Talook Schools.

5. The establishment of talook schools has been carried on as in former years. The important District of Mysore has thus become well occupied, and the outlying remoter parts of the Chituldroog District have also been taken up, as will be seen from the accompanying map, exhibiting the distribution of all schools. It presents a striking contrast to a similar map forwarded with the last report.

Telugu.

6. Telugu studies have been introduced with good effect into the schools of the north eastern parts of the province, principally in the Kolár District, where that language predominates.

Scholarships.

7. Scholarships have been founded in connection with the High School and the Engineering School, in the latter case for the express purpose of obtaining native students from remote districts of the territory to be trained for employment in the Public Works Department.

Grant-in-aid Rules.

8. The rules for educational grants-in-aid have been revised, and the conditions on which Government assistance will be given to private schools more accurately defined.

New Grants.

9. A considerable number of fresh grants have been sanctioned, the award being regulated with a view to the distribution of Government aid more equally over all parts of the country, and the assistance, as far as possible, of meritorious efforts on the part of the natives themselves.

10. An analysis of the statistics for the year shews that of all

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Analysis of Statistics.

the youth under instruction in both Government and grant-in-aid schools (with the exception of hóbḷi schools, for which there are no statistics as yet) 7955 are boys, and 1732 girls. Classified according to race or creed, 6595 of these are Hindus, 1823 Mahomedans, and 1269 Europeans or Eurasians. The assortment of the schools, and the attendance at those of each grade, are exhibited below.

Description of Schools.	Government.		Grant-in-aid.	
	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.
Higher Class	8	1,122	5	746
Middle "	10	247	8	556
Lower .. Talook ..	61	2,204	33	2,289
Lower .. Hóbḷi ..	146	5,088		
Female Schools ..	3	121	28	1,611
Normal Schools.. ...	4	388	0	0
Special Schools ..	3	757	0	0
Total......	235	9927	74	5202

School Books and Maps.

11. To meet the multiplied demands of the new schools, a series of elementary school books has been prepared in Canarese, and published at remarkably cheap rates to bring them within the reach of all. A map of the world has also been engraved, on a large scale, in Canarese, one of the most pressing wants of the department being thus partially supplied.

School Buildings.

12. The number of school buildings has received a greater increase than usual. The construction of five school houses has been completed by the Public Works Department, three others have been erected by the Educational Department, and at one station premises have been obtained by purchase.

Plan of Report.

13. Following the plan of last year's reports, I proceed to review the operations of the department under the heads which follow. The appendices may be referred to for minuter information compiled from inspection reports.

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I. CONTROLLING AGENCIES

Inspecting Officers.

14. The staff of Inspecting Officers has been enlarged by the appointment of eight Sub-Deputy Inspectors of Hóbḷi Schools, one for each district. Their selection has been made with great care from among the most experienced and efficient of the vernacular masters, a preference being given, so far as mental qualifications were concerned, to those who were known to be well versed in the literature of the country. Although involving the necessity, so diṣagreeable to a native, of constant travelling, the appointments are justly regarded as prizes in the Canarese Department, and I believe that the present incumbents will spare no effort to distinguish themselves.

II. GENERAL FINANCIAL STATISTICS.

15. The expenditure of the Department was as given below.

Charges.	Expenditure during 1868—69.	
	From Imperial Funds.	From Local Funds.
Direction with its subsidiary charges ...	12,856	0
Inspection with its subsidiary charges ...	11,619	0
Instruction (including all educational expenditure not coming under the above heads.)	1,41,676	61,142
Total Rs.....	1,66,151	61,142

16. An analysis of the expenditure on instruction gives the following results.

Description of Schools.	Government.		Grant-in-aid.	
	From Imperial Funds.	From other sources.	From Imperial Funds.	From other sources.
Higher Class	41,575	718	10,310	25,412
Middle	9,373	600	4,960	9,005
Lower { Talook ...	17,747	0	} 7,536	10,288
Lower { Hóbḷi ...	10,302	0		
Female Schools	904	0	9,960	15,117
Normal Schools	5,587	0	0	0
Engineering School ...	4,339	0	0	0
	89,827	1,818	32,766	59,822

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III. UNIVERSITY EXAMINATIONS.

Number of Candidates.

17. The branch examinations of the Madras University held at the stations of Bangalore and Mysore, were more numerously attended than in any previous year, and several candidates passed from schools not before represented on the University list. The following was the number examined.

Station.	Matriculation.	First Arts.
Bangalore	89	38
Mysore	32	4
Total.........	121	42

Results.

18. The results of the First Arts Examination were good, nearly 43 per cent having passed. The results of the Matriculation Examination, on the other hand, were disappointing, the proportion that passed being only 19 per cent. Circumstances connected with this year's examination in particular will partly account for the general failure, but it must be borne in mind how great a number of candidates present themselves for the test without due preparation. On the whole the evidence of progress in the higher education is very decided.

19. The following are the schools from which successful candidates proceeded.

First Arts Examination.

Schools.	First Class.	Second Class.	Total.
High School	1	5	6
Native Educational Institution	2	3	5
Bishop Cotton's School	1	2	3
London Mission Institution	0	2	2
Wesleyan Mission Institution, Mysore ..	1	0	1
District School, Hassan	0	1	1
Total ...	5	13	18

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Matriculation Examination.

Schools.	Second Class.
London Mission Institution	6
Raja's School, Mysore	5
High School	4
Bishop Cotton's School	3
Wesleyan Mission Institution, Mysore	3
Native Educational Institution	2
Total ...	23

Graduates.

20. Two candidates from this province have graduated as *Bachelors of Laws.* One of them was entirely educated at the High School, having commenced with the alphabet about eight years ago. He is now employed as an assistant master in that institution.

IV. GOVERNMENT SCHOOLS.

Description of Schools.	Number of Institutions.	Number on the Rolls (monthly average).	Average daily attendance.	Total Expenditure. From Imperial Funds.	Total Expenditure. From Local Funds.	Fees and Book sales returned to Govt.
Higher Class... ...	8	982	834	41,575	718	13,829
Middle "	10	231	205	9,373	600	1,206
Lower { Talook ...	61	1,883	1,638	17,747	0	2,266
Lower { Hóbḷi ...	146	5,088	5,086	10,302	0	0
Female Schools ...	3	100	86	904	0	23
Normal Schools ...	4	380	373	5,587	0	0
Other Schools for Special Education...	1	30	28	4,339	0	264
Total...	233	8694	8252	89,827	1,318	17,588

The number of pupils on the rolls at the end of the official year was 9927.

1. Schools of the Higher Class.

High School, Bangalore.

21. The High School has in great measure recovered its popularity, especially during the past few months, and now contains 509 students. I attribute

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its improved condition to the more regular and methodical way in which it is now conducted.

22. Every opportunity has been taken advantage of for securing a competent staff of subordinate masters, as upon them much responsibility devolves, owing to the fact that the college students are too numerous to allow of their training being more than partially carried on by the Principal himself. Of the 13 assistants now on the establishment, (3 Europeans and 10 natives) 2 are graduates, 3 have passed the First Arts Examination, and 2 are matriculated.

23. The success of the school in the University examinations has been encouraging, especially as regards the F. A. candidates, of whom 6 passed, one in the first class. The students for matriculation were less fortunate, only 4 having passed. One student who has been entirely educated in the High School, commencing with the alphabet, has taken the degree of Bachelor of Laws. The annual examination of the upper classes was conducted, as usual, by gentlemen unconnected with the department. From the Examiners' reports (printed in the appendix), it may be inferred that creditable progress was made during the year.

24. An allowance of Rs. 500 from Government for scholarships has been distributed to deserving students in the college classes to enable them to continue their studies up to the standard appointed for the B. A. degree. The managers of the Dobbs' Scholarship Fund have further granted an exhibition of Rs. 7 a month for one of the matriculated students.

25. Athletic sports have been cultivated with success. The cricket club has challenged several local clubs, and the score of the matches shews that natives are able to hold their own in the game. In a match with Bishop Cotton's school, the High school obtained 163 runs, against 118, and in another match played with the Cantonment club 119, against 77. A well furnished gymnasium has been erected in the school grounds, and two men of the Royal Artillery have been engaged to instruct the boys in the use of the apparatus.

Raja's School, Mysore.

26. This is probably the oldest English school in the province. It was established as a Free School by the late Maha Raja in 1833, on the recommendation of the British Resident, General Fraser. In 1840, by the advice of Colonel Stokes, the Wesleyan

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missionaries were entrusted with the management, which remained in their hands for ten years, until resumed by His Highness in 1850. Maintained with varying success, the school on the death of its founder in 1868 was brought under the control of the Educational Department, and placed on the same footing as other Government schools.

27. It is remarkable that the imposition of fees has had the effect of increasing and not of diminishing, as might have been expected, the number of students. There are now borne on the rolls 262 names, making this in numercial importance the second of the Government schools in the province. The standard of the education imparted has been elevated to correspond with that obtaining in schools of the higher class, and it is a gratifying circumstance that 5 students matriculated at the last examination of the Madras University.

28. I should be glad to see some scholarships attached to the *institution. Captain J. A. Campbell, Superintendent of Ashtagram, has liberally given one of the value of Rs. 10 a month for the present year, and Colonel G. Haines, Guardian to the Young Maha Raja, has offered to continue it at the same rate for the year following.

District Schools, Hassan.

29. The Hassan District School continues to be as well attended as in former years. In the last University examinations, I regret to say that it met with but indifferent success, having passed only one candidate, namely for the First Arts Test. It should be mentioned that, of the students for Matriculation, one was taken ill during the examination, and unable to appear after the first day.

Shimoga.

30. The Shimoga School has not given me the satisfaction that I could wish. The Head Master was ailing for a long time and consequently unable to pay the requisite attention to his work. He has just returned after four months' absence, greatly improved in health, and I trust that the school will, next December, pass some students at the Matriculation Examination, and thus take up the position it is intended to occupy.

Kolár.

31. This is the only District School in charge of a native Head Master, and it will bear comparison with any of the others in general efficiency. In the

* Rs. 600 has been sanctioned for the purpose, since the above was written.

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number of its scholars it stands first. Two candidates were sent up for the last Matriculation, but unfortunately without success. There is little doubt that next year this school will gain a place on the University list.

Toomkoor.

32. This important and long established school is, I believe, making good progress, although its condition is far below what it should be. The evidences of neglect apparent last year are fast disappearing, and a healthy emulation with the other district schools has set in.

Chituldroog.

33. The condition of this school is by no means satisfactory, I see no reason for its backwardness beyond the want of systematic and persevering effort on the part of the Head Master. I hope before long to note its entry upon a decided course of improvement.

Chikkamagalúru.

34. Last of the district schools, both in numbers and proficiency, comes the Chikkamagalúru school. The great drawback here has been I consider the lack of proper school premises. I am happy to say that this want has now been supplied, and that the school building, whose erection was sanctioned as far back as 1862, is on the point of completion. When this is occupied the school may be expected to produce more satisfactory results than any that have yet appeared in connection with it.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
8	982	41,575	718	42,293	43—0—3	37—11—1

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
4,559	4—10—3	1,025	33	64	1122

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2. Schools of the Middle Class.

Talook Anglo-Vernacular Schools.

Nandidroog Division.

Chikka Ballápura.
Chikkanáyakanahalli.
Channapatna.
Dévanahalli.

35. The Chikka Baḷḷápura School is unquestionably the best of those belonging to this class. It contains as many as 136 pupils including those in the vernacular branch, and is conducted with much credit to the masters. The Chikkanáyakana-haḷḷi School has improved since the time of the last report, but is very poorly attended. The Channapaṭṇa School has suffered from the sickness prevailing in the town for some months past, and is not in a flourishing state. The Dévanahaḷḷi school is the cause of much dissatisfaction, attributable to the negligence of the Head Master, whose removal may become necessary unless an improvement takes place in the condition of the school.

Ashtagram Division.

Hunasúru.
Narsipura.
Yelanduru.
Gundulpété.

36. The Huṇasúru School is still kept back for want of suitable premises, which I trust may be erected during the ensuing year. The Narsipura School has considerably declined from its former flourishing state, owing in part to the removal of several officials whose family supplied the best of the pupils. The Yelandúru Jagír School is making progress, but the very confined nature of the school-room prevents such a full attendance as would be obtained if more commodious premises were available. The Superintendent of Ashtagram has been addressed on the subject. The Gundlupéṭé School has only just been sanctioned.

Nagar Division.

Harihara.
Shikáripura.

37. The abandonment of Harihara as a military station, and the removal of the regiment, have had an unfavorable effect upon the school as well as upon the town generally. Though the attendance is meagre, such pupils as there are in the school are reported to be making good progress. The Shikáripura School has considerably improved during the year, and has come into the occupation of new premises built according to the standard design.

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Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to Imperial Funds.	Cost charged to Other sources of Income.	Total.	Annual Cost of educating each pupil. Average Total.	Annual Cost of educating each pupil. Cost to Government
10	231	9,373	600	9,973	43—2—9	33—12—0

Fees. Total Amount realised.	Fees. Average per pupil	Pupils. Hindus.	Pupils. Mahomedans.	Pupils. Others.	Pupils. Total.
608	2-10-1	231	10	6	247

3. Schools of the Lower Class.

Talook Canarese Schools.

Bangalore District.

Channapatna.
Clósepété.
Dévanahalli.
Dodda Ballápura.
Hosakóté.
Mágadi.
Sarjapura.
Yelahanka.

38. Of all the Canarese schools of the province the one at Dodda Ballápura is the foremost. The number of pupils, 170, far exceeds that in any other, and places this institution on a level with the most successful English schools. This large attendance, though partly due to the incorporation of two indigenous schools of the town, is mainly attributable to the very creditable exertions of the Head Master. Of the other schools of this district those at Sarjapura, Dévanahaḷḷi, and Yelahanka may be described as very good; those at Hosakóṭé and Mágadi as good. Channapaṭṇa School, I regret to say, is not prospering. The sickness prevailing in the town has led to many desertions. The Clósepéṭé School has been very recently established and promises well.

Kolar District.

Bagépalli.
Chikka Ballápura.
Chintamani.
Góribidanúru.

39. During the past year Telugu studies have been introduced into many of these schools in addition to Canarese, the former language being more used in the north eastern parts of the district than the latter. The effect of the change

Kolár.
Mulabágalu.
Narasapura.
Sríniváspura.
Sidlaghatta.

has been an increased attendance of pupils. From this cause the Chintamaṇi and Muḷabágalu Schools have become well filled. For the rest, the Chikka Baḷḷápura School has made a great advance, and the Narasapura and Góribidanúru Schools are in a satisfactory condition. I regret that as much cannot be said of those at Sidlaghaṭṭa, Sríniváspura, and Kolár, but there are local circumstances in each of these cases unfavorable to progress. The Bagépaḷḷi school is only two months old.

40. The Maddagiri School is probably the best in this district, though the Toomkoor School is also well reported of. The Tiptúr School would be a very good one, were it better accommodated. The premises now in use are much too exposéd and contracted. The same drawback exists at Korṭagere. The Sírá School has lost the reputation gained last year, and I am sorry to think that the Head Master is blameable. The Chikkanáyakanahaḷḷi School I hope to see increasing in usefulness and importance. The Turivékere School has sunk to a very low condition, owing to the Head Master's want of firmness. Huliyúrdurga School is a new one.

Toomkoor District.

Chikkanáyakanahalli.
Huliyúrdurga.
Koratagere.
Maddagiri.
Sírá.
Tiptúr.
Toomkoor.
Turivékere.

41. The Canarese branch of the Raja's School at Mysore has greatly improved since its re-organization a year ago, and is now well attended. The Naṇjanagúdu, Yedatoré and Narasipura Schools are reported to be doing fairly well. The three others are new ones. Of all the schools in this district it should be stated that they have been a much shorter time in operation than those of any other. Owing to a variety of causes less attention was till lately directed to this part of the province than it was entitled to receive.

Mysore District.

Madduru.
Mandya.
Mysore.
Nanjanagúdu.
Narasipura.
Sargúr.
Yedatoré.

42. The Narasipura School formerly stood at the head of the Canarese schools, but it has not been able to retain that position, owing in a measure to the loss of the best pupils, who have removed to other stations. The Bélúru School and those at Arakalagúdu, Háranahaḷḷi and Saklèspura

Hassan District.

Arakalagúdu.
Bélúru.
Haranahalli.
Nagamangala.
Narasipura.
Saklèspura.

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are none of them getting on so well as could be desired. The position of the Arakalagúdu School house, and the want of suitable premises at the other places are hinderances, the removal of which is likely to be effected before long. The Nágamangala School just established has made an excellent beginning.

Shimoga District.

Chennagiri.
Holé Honnúru.
Nyamti.
Ságara.
Shikáripura.
Shimoga,

43. In this district the Shikáripura and Ságara Schools have made creditable progress and are well attended. The Shimoga School has been successfully revived by its removal into the centre of the town to an old talook cutcherry given up to the Educational Department. Chennagiri and Hoḷé Honnúru Schools have yet much to do before they can be regarded as satisfactory. The School at Nyamti has been open only a short time, but with 156 pupils already takes the second place among the Canarese schools.

Kadoor District.

Bánávára.
Bírúru.
Chikka magalúru.
Kadoor
Taríkere.
Wastára.

44. The Báṇávára School, though not a large one, is making steady progress, and the condition of those at Kadoor and Bírúru is fair. The Chikka-magalúru School is miserably attended, but it is hoped that the occupation of new school premises may cause an amendment in this respect. The Taríkere School has been much neglected, and the removal of the master rendered necessary. Wastára School is one of those established recently.

Chituldroog District.

Chituldroog.
Dávanagere.
Harihara.
Hosadurga.
Huliyar.
Molakalumúru.
Pávagada.

45. A considerable advance has been made this year in occupying the remoter parts of this extensive district. The School at Dávanagere, a very populous and thriving town of Lingayets, has obtained almost the largest number of pupils attending any of the Canarese schools in the country. Hosadurga School continues to do well. Harihara, Chituldroog and Pávagada Schools are in an improving condition. The Schools at Huḷiar and Moḷakálumúru are of too recent establishment to allow of a decided opinion being formed of their success at present.

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Hindustani Schools.

46. The one at Kolár is unquestionably the best of the Government Hindustani schools. There is no fluctuation in the attendance, and the progress of the pupils has consequently been clearly marked. There is every indication of careful teaching and judicious management on the part of the Head Master, who is entitled to great credit for the condition of his school. The Toomkoor School is steadily improving, but there is a want of the method observable in the Kolár School. The Mysore School is at a very low ebb, and the master seems but ill qualified to attract a larger and more intelligent set of pupils. A Normal class for the training of suitable Hindustani teachers is a great desideratum. The Chituldroog School is slightly better, but not in a state to cause much gratification.

Kolár.
Toomkoor.
Mysore.
Chituldroog.

Statistical Information.

Number of Institutions	Average number of pupils	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total	Cost to Government.
61	1883	17,747	0	17,747	9—6—9	8—14—1

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
1,019	0—8—6	1915	279	10	2204

Hóbḷi Schools.

47. The introduction of what may be termed a system of National Schools for the province has been the most distinctive and important educational work of the year. In giving the details of the hóbḷi scheme I have been anticipated by the Mysore Administration Report of 1867-68, in which, as the sanction of the Supreme Govern

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ment had been received before its compilation, the principal features of the plan were described.

48. The scheme provides for the establishment of a school for boys and girls in each hóbḷi or talook sub-division, the estimated number of hóbḷies being 645, with an average area of 41 square miles, and a population of 6040 persons. The masters are to be men selected from among the teachers of existing indigenous schools, and trained for their work in Normal Schools, of which there will be one for each of the three divisions. While under training every man will receive a maintenance allowance of Rs. 5 a month, and on appointment to the charge of a school his salary will be Rs. 7, with prospect of promotion. The schools will be examined three times a year by Sub-Deputy Inspectors, of whom there will be one to each of the 8 districts, and local committees of influential residents in each hóbḷi will further exercise a general supervision. As the schools are to be supported by the proceeds of a cess, no fees will be levied except on account of children whose relations do not contribute to the local fund. Night classes will be formed for the benefit of those who may be unable to attend school during the ordinary hours of labor.

49. While engaged in drawing up this scheme I attempted to form an estimate of the number of uneducated children in the Mysore, and confining my calculation to boys alone, arrived at the conclusion that at least 200,000 of an age to attend school had no ostensible means of instruction. By taking further into account the almost wholly untaught female population some conception may be formed of the mental destitution prevailing in the country.

50. The provision made under the new scheme is doubtless inadequate to supply educational wants of such magnitude, but it was necessary in the beginning to proceed tentatively and with caution, as neither could the manner in which the scheme would be received by the people be foreseen with certainty, nor could a larger number of competent schoolmasters be provided in a short time. But I would submit that the scheme is expansive, and that by extending its action to the villages which compose the hóbḷies, it is as well adapted to meet the demands of the future, as it is in application to those hóbḷies now, fitted to supply the needs of the present.

51. That masters should be selected only from among the existing country teachers appears to some a needless limitation. It would be a

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sufficient reply to state that in practice this principle has contributed perhaps more than any other of its stipulations to the popularity and success of the scheme. A consideration of the following circumstances will shew the necessity for its adoption.

52. Dotted over nearly all parts of the country, in greater or less abundance, are the so called *indigenous schools*, bearing the name of *maṭha*, *shálé*, *pátashálé*, or *paḷḷikúta*, as the case may be; and to the presiding masters or dominies, styled in different parts *guru, panta, pandita, pantóji*, *upádhya*, or *áyanavaru*, all the farmers, traders, and minor officials, who have had any education at all, are indebted for the fragments of knowledge they possess. Not only so, but their fathers and grandfathers were taught in the same way by the fathers and grandfathers of these preceptors, and so on in an unbroken succession from time immemorial (*putra poutra páramparya dinda*). What is therefore more natural than the attachment of the people to the present generation of these time honored intellectual guides, and the reluctance to abandon them, however primitive their instruction, in favor even of superior teachers supported by the authority of Government. A popular scheme of education in which these men should have been set aside or supplanted must have encountered a resistance well nigh insuperable, whereas by recognizing and making use of them, the sympathies of the people have been enlisted on the side of the new plans.

53. Again, the schoolmaster's profession is not one sought after with great eagerness, and though many professing candidates from among outsiders would be quite willing to put themselves under training in order to receive the stipend, experience shews that far from wishing to become teachers their design too often is to be taught at the expense of Government with the view of fitting themselves for the Revenue or other departments. But the old indigenous teachers have no inclination to give up an employment which has been hereditary in their families for generations past and upon the exercise of which their local reputation is based.

54. The few months that have elapsed since the sanction of the Supreme Government was received, have been principally occupied in seeking out and training the village schoolmasters. Information regarding these operations will be found under the head Normal Schools.

55. While the men were under instruction, the residents in each hóbḷi were requested to errect at their own expense, or set apart, suit-

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able premises, in readiness for the school about to be established among them. The manner in which this requisition has been responded to may be accepted as a criterion of the popular feeling with regard to the scheme, and of the genuineness of the desire for education in the rural districts. Every school hitherto established has been provided for without difficulty, and there are many more school houses completed and waiting the arrival of the masters, who have yet to pass their examination. The buildings may not be expensive, nor are such required, but they are substantial and commodious, and from the circumstances of their erection witnesses to a more than superficial interest in the spread of knowledge.

56. Were other proofs needed of the acceptability of the new plans to the people generally, I might quote from the reports (printed in the appendix) of the District Officers, whose concurrent testimony bears out the statement that, wherever properly explained, the announcement regarding the hóbḷi scheme has been received with unmixed satisfaction. I will merely give (omitting names) a single specimen of many petitions addressed to this office.

> " We who are residents of the following 13 villages, situated in the————Hóbḷi of the————Talook, desire to express the great joy (*mahá santósha*) with which we have all received the istihar stating that Government will establish schools in every hóbḷi for the education of all classes. Had the khavind issued such an order before, what great blessings should we already have enjoyed. Even now as the khavind has conferred such favor upon us, and no matter could be of greater importance, we undertake to build a school house near to, and in the middle of, these 13 villages, and earnestly pray that Government will appoint a Canarese master to instruct our children." (79 signatures.)

57. The actual number of hóbḷi schools now established is as given in the margin. None have yet been in operation so long as two months, it is therefore impossible to make any detailed report upon them. The largest of which I have an account contains 78 pupils, and the average attendance in all exceeds 28 per school. One only is stated to have any girls as yet. The course of instruction, which is entirely in the

Districts.		*No. of Schools.*
Bangalore.	...	23
Kolár.	...	39
Toomkoor.	...	14
Mysore.	...	31
Hassan.	...	16
Shimoga.	...	5
Kadoor.	...	10
Chituldroog.	...	8
		146

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vernacular, has been arranged with reference to the wants of a rural population, special care being taken to avoid giving rise to the evils which spring from over-educating persons in the humbler ranks of life.

58. Years may elapse before the fruits of the new regulations appear. To promote a healthy development of the scheme, and to watch its silent operation, is all that can be done now, and hope points to the good of the country as the eventual issue.

4. FEMALE SCHOOLS.

Bangalore.
Chintamani.
Srínivấspura.

59. Much interest attaches to these girls' schools, from the fact of their being the first established by Government. As stated in last year's report, the Bangalore school was opened on the recommendation of the principal native officials, and the result has fully justified the soundness of their advice. Fifty girls have been admitted, nearly all Brahmanees, and connected with the highest families in the péṭé, a class of pupils not reached by the missionary girls' schools of the place.

60. The instruction is altogether in Canarese, and consists for the present of lessons in reading, writing, arithmetic and geography. The progress already made, and the vivacity and intelligence which characterize the scholars as a whole, are tokens that the school will thrive. It gives me pleasure to acknowledge the assistance I received in establishing it from Mr. S. B. Krishnaswami Iyengar, Asssistant Superintendent, and Mr. Narnappa, late Amildar of Bangalore.

61. The Chintamaṇi School is Telugu. It contains upwards of 40 girls, drawn from the richest houses of that well-to-do town, and is making satisfactory progress. The Srínivấspura School is somewhat smaller, and in a poorer locality, but also getting on favorably. The late Head Master of the Chintamaṇi boys' school has been mainly instrumental in setting on foot these two.

62. The number of Government female schools might, I feel persuaded, have been indefinitely increased, had not the same authority which sanctioned the establishment of those now in existence stayed farther proceedings for the present. The growing desire for female education has not however been left entirely ungratified, for what Government has refrained from doing by direct agency, it has helped

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others to do. Hence the establishment of select Canarese girls' schools in Mysore and Toomkoor by the Wesleyan missionaries, and in Shimoga by a committee of native gentlemen, all assisted by grants-in-aid from the public funds. The London mission have, I believe, begun one in Kolár.

63. So far as my experience and the history of Hindu girls' schools in the Mysore goes, the out-cry lately raised in some parts of India against the employment of male teachers, pre-supposes a grievance that exists only in imagination, unless zenana schools, or the instruction of young married women be in question.

Statistical Information.

Number of institutions.	Average number of pupils.	Cost charged to		Total.	Average Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
3	100	904	0	904	9—0—7	8—15—7

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
7	0—1—1	117	4	0	121

5. Normal Schools.

General Normal School.

64. Great demands have been made on the vernacular department of the General Normal School during the past year, that the places of masters employed in connection with the hóbḷi schools might be filled up. Two examinations were held, at which 16 men obtained certificates of qualification as talook masters.

65. The better prospects opened up to vernacular teachers by the introduction of the hobḷi scheme, has induced a superior set of men to

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join the school. Some of them are Vaidíka Brahmans, a class that I deem it of great importance to attract into the department. For if there be a body of men in the country devoted by tradition and custom to a life of study and its accompanying retirement, and having in consequence a strong hold on the veneration of the people, the Vaidíka Brahmans form such a body. Their objection to employment is singular, namely, that knowledge is not a thing to be bartered for money; what they have received freely they are bound in return to impart freely, and to live upon the free-will offerings made to them out of respect for their character or talents. A few having now however overcome their scruples, others may be expected to follow, and I look for a considerable advance among the talook schools, both in the number of scholars and the standard of education owing to the employment of men already distinguished for their knowledge of native literature.

66. The English department has met with but little encouragement, the few students being unsuited for any other than subordinate masterships. Whenever better educated men are required, it is perhaps advisable to draw upon the schools of the higher grade. But the rule of employing none but certificated masters has been rigidly adhered to in spite of much inconvenience. Unnecessary violation of this principle would, I consider, inflict a serious injury on the department. As it is we have been saddled in the past with several very inefficient men.

67. Too great laxity in forcing the students to take up their appointments has in former years lowered the character of the Normal School, until it was degenerating into a place where young men were paid for being educated, and that under a false pretence of being volunteers. This abuse has been stopped, and the acceptance of a stipend is clearly understood to involve an engagement to serve the Government Educational Department for a specified period, in any part whatever of Mysore. Efforts have been made to evade the rule, but without success; and the recovery, from students unwilling to go to a distant station, of the money they had received while under training, has had a good moral effect on the rest. The institution of an entrance examination has further deterred mere adventurers from seeking admission.

68. It was my wish to arrange for the establishment of a Hindustani class, but I have been prevented from carrying out the intention from the want of a suitable Mahomedan master to take charge of it.

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Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
1	31	3,601	0	3,601	109—11—4	109—11—4

Fees.		Pupils.			
Total Amount realised.	Average per pupil	Hindus.	Mahomedans.	Others.	Total.
0	0	33	0	1	34

69. Under the hóbli scheme a Normal School was established at the head quarters of each district, for the purpose of training the village teachers. In some districts a large number availed themselves of the opportunity for instruction, particularly in the Bangalore, Kolár, and Mysore Districts. These being the most populous and thriving parts of the country, no doubt contain a greater number of indigenous schools. The smaller attendance from the north western districts is partly due perhaps to the nature of the population, which consists very largely of Lingayets.

Hóbli Normal Schools.

70. The character of each man who has joined the Normal School, and his popularity in his own neighbourhood, have been the subject of special inquiry by the local authorities, and all regarding whom an unfavorable report was received have been rejected, leaving to be trained the considerable number of 354 *bonâ fide* village schoolmasters. In the cases of many of these accepted men the profession of teaching has been hereditary in their families, and exercised in the same spot, for generations back.

Districts.	*No. of men.*
Bangalore.	... 64
Kolar.	... 76
Toomkoor.	... 30
Mysore.	... 62
Hassan.	... 30
Shimoga.	... 45
Kadoor.	... 24
Chituldroog.	... 23
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71. It is not surprising that numbers of the men admitted as students, inheriting as they did the calling of a village teacher from time immemorial, should have been found unconscious of their want of knowledge, and ready with protestations that they stood in no need of training, and were qualified by experience alone to discharge all the duties of a schoolmaster. One of their commonest questions, with reference to a clause in the proclamation that they were to be taught many things they did not know, was "what is there that we need to be taught?" Some elderly man presuming upon his years would make waggish remarks on the precocity displayed in modern days and set the others laughing.

72. The average attainments of the men, as ascertained by examination on their admission to the Normal Schools, may be summed up as follows.

Ability to read from a printed book, but generally with difficulty, as evidenced by the frequent drawl which prolonged the sound of the last syllable until the succeeding word was made out. It must be allowed that they are not habituated to print. Some could give an explanation of what was read, but others at once confessed that they could not, it never apparently having occurred to them that this formed any part of a reading lesson.

Ability to write to dictation, but in most cases with little or no regard for the rules of orthography.

Knowledge of the multiplication table, and of the tables of weights and measures usually taught in the country schools, with ability to add and subtract. In some cases multiplication was understood up to the limits of the table, but acquaintance with division, even so far, was more rare.

73. Before they have been many days under training they have been overheard commenting to one another on the instruction they have received, and in great numbers of cases have been as ready to acknowledge their discovery of their own ignorance as they had previously been to assert the sufficiency of their knowledge. They are much impressed by the lessons on school management, calculated as these are to strike the attention of men who have been teaching all their lives mechanically as it were, and without any thought of acting on system.

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But the subject of geography is probably the one that provokes most discussion. The irregular colored patches on the map representing countries are remarked upon. The branching lines indicating rivers and mountains are considered more to resemble trees or insects. The rotundity of the earth, its revolution on its axis and round the sun—these doctrines are never brought forward without giving rise to numerous dissentient opinions, and many appear to acquiesce in the European notions, from mere politeness, affecting to tolerate the eccentricity of ideas to require them to believe which would be to make too great a demand on human credulity.

74. After several months of training the students in each Normal School were subjected to a pretty strict examination, both written and *viva voce*, and the major part of those who joined at the first and were regular in attendance have succeeded in gaining certificates of qualification for employment as Hóbḷi Pantójís, or school masters. They are more or less prepared now for giving lessons in Canarese prose or poetry, with explanation ; in grammar; in arithmetic, as far as fractions and proportion ; and in general geography (the latter subject being taught to some extent under protest): each man has further acquired a knowledge of the principles of school management, and so far as circumstances allowed has at various times given experimental lessons to a class of children.

75. That the men have been induced in so short a time to relinquish all their time honored notions however erroneous, or that none of their questionable practices will again be resorted to, it would be unreasonable to expect. But they go forth now to their work with a better sense of the scope of a teacher's responsibility, and with a respectable knowledge of the subjects of elementary instruction. By means of constant supervision, and by requiring them periodically to submit to examination, it is hoped that the substance of their recent studies will be retained in the memory, and that their practice will be regulated by the principles they have been taught.

6. Other Schools for Special Education.

Engineering School.

76. This school has advanced in efficiency. Six students obtained assistant overseers' certificates at the annual examination notwithstanding the imposition of a severer test than that of last year. The

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reports of the Engineer officers who were so kind as to examine the school will be found in the appendix. With the exception of the report on irrigation works the rest are on the whole favorable.

77. There is no doubt that the students require some means of gaining a practical acquaintance with mechanical operations. But it is questionable whether the establishment of workshops in connection with the school would be a profitable undertaking. An arrangement might be made with Mr. Wallace, the contractor, to allow a few students to attend for a time at his iron foundry works, where they would see some of the best machinery in use.

78. An important step was taken during the year in founding ten scholarships for the purpose of attracting native students from distant parts of the country. The exhibitions are tenable for two years, at the rate of Rs. 8 a month for the first, and Rs. 10 a month for the second. Four are assigned to the Nagar Division, four to Ashtagram, and two to Nandidroog. A capital condition is that the sons of maistries, or practical work-men, in those districts shall *ceteris paribus*, have the preference over all other candidates. Out of the first batch of 10 scholarship holders 7 have satisfied the condition, and all are reported to be doing well.

Jail Schools.

79. Arrangements have been made during the year for instructing the convicts in the Bangalore Central Jail. Adults to the number of about 700 have half an hour's schooling, every evening after the day's work is over. The men are grouped in classes according to their wards, and begin with learning the Canarese alphabet. Some have advanced beyond this and can read sentences. But the short time allowed for study will not admit of very great progress, besides which from the release of time-expired men and the admission of new prisoners, there is continual change among the students. It would be a mistake perhaps to give more attention to teaching than is already given, for the lessons being somewhat of a relaxation, the confinement of the men would fail of being fully penal. A few prisoners may at the present rate gain enough idea of reading to make them wish for further instruction on release, but considering the time of life at which they have begun studying, the probability is that most will not be long in forgetting what they have learnt.

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80. In connection with the remarks under the head hóbli schools, on the mental destitution prevailing in the province, the jail report is worth noticing that very rarely has a man admitted for the first time been found able to read.

81. For juvenile offenders a separate reformatory exists, provided with a competent native school-master, who endeavours to teach the boys as they would be taught at an ordinary school. Besides their lessons, the inmates have the task of cultivating and keeping in order a piece of ground laid out as a flower garden. As might be conjectured some of the boys have not yet lost the power to learn, and one or two who have been confined for a long time have made very satisfactory progress, encouraging the hope by their good conduct that their characters may be re-established when they are again at liberty.

Juvenile Reformatory.

V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

Description of Schools.	Number of Institutions.	Number of pupils on the Rolls, (monthly average.	Average daily attendance.	Grants in-aid given by Government.	Expenditure from all sources other than grants-in-aid given by Government.	Fees.
Higher Class ...	5	781	670	10,310	25,412	10,976
Middle „ ...	8	513	480	4,960	9,005	1,248
Lower „ ...	33	2,067	1,902	7,536	10,288	1,549
Female schools ...	28	1,578	1,205	9,960	15,117	3,923
Normal „ ...	...	...	...	...	...	..
Other schools for Special Education ...	...	...	...	...	...	...
Total ...	74	4,913	4,257	32,766	59,822	17,696

At the end of the official year there were 5202 pupils on the rolls.

82. As much uncertainty prevailed regarding the conditions on which Educational grants-in-aid would be given by the local Government, the revised Bengal Rules of 1864 were adopted, and printed copies in English, Canarese, and Hindustani circulated for general information.

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Bangalore continues to absorb the greater portion of the money allotted for grants, and justly so, the schools in this city being both more numerous and more efficient than those in any other station of the province. It will be seen, however, that encouragement has recently been given to a considerable number of promising institutions out of Bangalore. It may here be noted that applications for building grants are not admissible.

83. The following table shews the new and increased grants sanctioned during the year.

Nandidroog Division.	New Grants.
London Mission Institution, Bangalore	100
Madrasa Sultani, Bangalore	20
Hindustani School, Dodda Ballápura	10
Sanskrit and Telugu School, Chintamani... ...	10
Hindustani School, Raunur	10
Madrasa Ahmedia, Srínivás pura	20
Wesleyan Mission Hindu Girls' School, Toomkoor ...	20
Hindustani School, Tyamagondal	10
Ashtagram Division.	
Wesleyan Mission Hindu Girls' Schools, Mysore ...	20
Hasan ul Madrasa, Hassan	20
Madrasa Sultani, Hunasúru	10
Chetanhalli Branch School, Singapura	10
Nagar Division.	
Hindu Girls' School, Shimoga.	20
Hindustani School Honnáli	10
Do. Chennagiri	10

	Increased Grants.
St. Joseph's Catholic Seminaries Bangalore,	from 75 to 150
London Mission Canarese Girls' Day Schools,	„ 60 to 90
Sanskrit and Canarese School, Melkóta,	„ 20 to 40

1. Schools of the Higher Class.

84. The number of pupils in each of the two English schools remains almost the same as last year, but I am informed that the attendance was somewhat higher at Bishop Cotton's a few months ago

English.

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than it is now. From this institution three students passed in the First Arts Examination, (one first class) and three in the Matriculation, but from St. Andrew's school, none. The system of management in both schools has lately undergone revision, and it is hoped that greater efficiency will be the result of the new arrangements, as well as a harmonious working of the whole. Bishop Cotton's school will lose a good Principal in the Rev. J. Bamforth, shortly about to retire.

Anglo-Vernacular.

85. The three higher class schools for natives are under the charge of missionaries set apart for educational work, and send up candidates for the University examinations. Last December the following passed.

	Matriculation.	F. A.	
London Mission Institution	6	2	
Native Educational Institution ..	2	5	(2 in 1st Class)
Wesleyan Mission Institution, Mysore	3	1	(in 1st Class)

The attendance in all the schools is good, but it appears from the inspection reports that the lower classes stand in need of more effectual supervision. The London Mission Institution, though established in 1847, has not before the present year taken advantage of the grant-in-aid rules, and was till lately the only considerable school in the province receiving no assistance from Government.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
5	781	10,310	25,412	35,722	45—11—9	13—3—2

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
10,976	14—0—10	523	18	205	746

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2. Schools of the Middle Class.

English.

86. The Cantonment Orphanage is a well managed institution, and enjoys unusually liberal support from private subscribers. It is expected that premises suited for its permanent occupation will soon be secured. The Ordnance School has, for reasons given in last year's reports, fallen off very much. The St. John's School is progressing satisfactorily.

Anglo-Vernacular.

87. The Cantonment and Alsur branches of the London Mission Institution share in the grant given to the principal school. They are the only English schools for natives in their respective neighbourhoods, and are reported to be in a flourishing condition. The St. Joseph's Catholic Seminaries have received a larger grant-in-aid this year, and arrangements have been made for carrying the instruction up to Matriculation standard, which will entitle the English school to be ranked as one of the higher class. The St. Patrick's Seminary, attended principally by natives of the poorer sort, is going on fairly.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual cost of educating each pupil	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
8	513	4,960	9,005	13,965	27—3—6	9—10—8

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
1,249	2—6—11	227	13	316	556

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3. Schools of the Lower Class.

88. As its name implies, the St. Mark's Ragged School is attended by very destitute children. Their intelligence is not of a high order, and no more can be expected of them than the simplest rudiments of knowledge. The Blackpalli Catholic Schools embrace several branches, located in the poorest quarters of Bangalore, and are doing a benevolent work in educating the children of the lowest strata of society. The Mysore Catholic Schools partake of the same character, and are doing a corresponding work in that city. The Madrasa Mahammadia is ably conducted, and continues to hold the first place among the Massulman schools in Bangalore.

English & Anglo-Vernacular.

89. The Catholic School at Shethaḷḷi is exerting a beneficial influence on the agricultural population of the neighbourhood. The Kalasa School is in a forest bound district, very difficult of access, which no Educational Officer but myself has ventured to penetrate. The school differs little, if at all, from the indigenous schools, but were periodical inspection of it possible, a great improvement might be made. The Chetanhaḷḷi Branch School has been newly established by Captain Fitzgibbon, the owner of adjoining coffee estates, for the benefit of the ryots in Singapura and the surrounding villages.

Canarese.

90. The Seminaries of the Sadar Véda Siddanta Sabha are now four in number, namely, Tamil, Telugu, Canarese and Sanskrit. But the bulk of the pupils belong to the two former. By a system of periodical examinations the schools are kept in good working order.

Tamil.

91. The Mélkóta and Chintamaṇi Schools are both making very satisfactory progress, and it is interesting to note that the Vaidíka Brahmans instructed in them shew an inclination to secularize their mode of life so far as to be willing to take service in the Educational Department, a step that would profit both sides, and provide exercise for a class of highly talented men whose common complaint is that no encouragement of any kind is now held out to them by the State, whereas in the days of Hindu sovereignty they were the most honored of all men,

Sanskrit.

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92. The number of Hindustani schools receiving aid from Government is considerable. The use of school books similar to those published for the Educational Department of the North-West Provinces is insisted on, and some of the institutions are thereby in a fair way of supplying good secular instruction. Of those in Bangalore, the Madrasa Islamia has improved lately, but the Madrasa Kudusi has suffered from the absence of the Pesh Imam, who is on a journey to Mecca. The Bowring Madrasa in Mysore has long been in a very unsatisfactory condition. The real cause has, there is reason to believe, been discovered, and arrangements made for its better conduct in future. The Hassan, Huṇasúru, Sríniváspura, and Dodda Baḷḷápura Madrasas are well reported of, and among the smaller schools those at the French Rocks and Echinpalli. The Chintamaṇi School has gone down very much. The Shimoga and Channapaṭṇa Schools both require the strictest supervision.

Hindustani.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
33	2,067	7,536	10,288	17,824	8—9—11	3—10—4

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
1,519	0–11–11	766	1,268	255	2,289

4. Female Schools.

93. The Bishop Cotton's Girls' School has an increased number of pupils and appears to be making creditable progress, and the St. John's District School

English.

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continues to deserve the high character it has always enjoyed in that neighbourhood. The Wesleyan Mission School on the other hand has not made the same advance as in former years, and the number of pupils has considerably diminished.

Anglo-Vernacular.

94. The Convent of the Good Shepherd has not been inspected during the past year. The annual returns shew a slight decrease in the number of pupils. The London Mission Boarding School is well reported of, both as regards the attainments of the pupils as compared with last year and the general administration of the school. The Wesleyan Mission Orphan School has been provided with better accommodation and is getting on well.

Canarese.

95. The Day Schools in the pété of Bangalore, under the charge of two ladies of the London mission, have by far the largest number of pupils, amounting to nearly 500, and are very efficiently conducted. In connection with them a female Normal School has been commenced on a small scale. Taken altogether these institutions must produce a very appreciable effect on the female Canarese population of this place. The Wesleyan School in the pété has also a good attendance, numbering 114 girls, and is well conducted.

96. The Wesleyan Schools established in Mysore and Toomkoor for caste girls, afford grounds for great encouragement in their growing popularity. The Shethalli Catholic School may be commended for the good moral influence exerted by its means on the household of the surrounding villages. The Shimoga Hindu School is an interesting and praiseworthy attempt by natives themselves to provide female instruction for girls of the higher class.

Tamil.

97. The Alsur Caste Girls' School maintains its former popularity, as also does the Hindu Female School, which is under native management. Both are making satisfactory progress. The Blackpalli and Mysore Catholic Schools are instrumental in rescuing many girls of the poorer class from lives of utter ignorance and its attendant evils.

Hindustani.

98. In the single school under this head the upper girls are reported to have made decided improvement during the year. It is gratifying to find the

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attendance continues so good now that the novelty of the institution has worn away. I regret that the pecuniary support derived from the Massulman subscribers is so uncertain.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
28	1,578	9,960	15,117	25,077	15—14—3	6—4—11

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
3,923	2—7—10	1095	126	390	1611

5. Private Unaided Schools.

99. The *indigenous schools* have been described in former reports, with the absence of method in their management and the scantiness of the education given in them. There is, however, a rough demarcation of classes based on the progress of the pupils, according as they write on the sand, on boards, or on paper ; these being the principal stages.

Indigenous Schools.

100. A form of discipline too is preserved. It might for instance be supposed that punctuality was not very strictly observed. Its importance, however, is clearly recognized in punishing boys who come late to school, the precise hour being regulated no doubt by the master's arrival. A cipher is traced with the end of the cane on the palm of each boy who is in time, while those who are late receive one, two, or more cuts according to the order of their coming.

101. The punishments are occasionally of a cruel description, such as, exposing to the burning sun with hands and feet bound, or

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suspending from the ceiling by a cord tied round the wrists, some times only round the thumbs. These barbarities, however, are evidently becoming less frequent through the action of indirect humanizing influences.

102. But the cane is still a *sine quâ non,* and its use is guided by the most literal interpretation of the maxim "spare the rod and spoil the child." Should a boy who incurs displeasure be at a little distance from the master, the latter throws the cane to the culprit, which he is then compelled to take up and come forward with to be flogged. A very unequivocal way of connecting offence with penalty in the boy's mind, in making him as it were instrumental to his own punishment.

103. A native school is sure to be a noisy one, all the boys being encouraged to repeat their lessons as loud as possible. A practice doutless intended to counteract a tendency to restlessness which is produced by enforcing silence. In Massulman schools another provision besides the above exists for the same purpose, apparently on the principle *similia similibus curantur,* for I can account for the singular practice in no other way. The left knee is brought up under the chin, and the arm put round the doubled up leg for the purpose of reaching the book, which is placed on the ground. In this attitude the whole of the pupils rock rapidly to and fro, using the forefinger of the right hand as a pointer. Adults as well as little children invariably follow this method in the schools, and the Massulmáni girls too read in the same manner.

104. The remuneration of indigenous teachers varies very much according to circumstances, but to Hindu masters the Maharnavami customs are unquestionably a source of considerable profit. On that day they go round from house to house attended by their pupils, and receive presents in money, varying from a few annas to several rupees, according to the means of the person visited and the esteem in which the master is held. The boys all carry painted wands, and some have bells at the ankle or knee. In this guise they move along, performing the kóláta, or stick dance, appropriate for the occasion.

105. When the procession arrives at the door of a house it is customary to invite all in. Verses in honor of the host are then chanted by one boy, or by several in chorus, and to these the presents are made, only however to be handed over to the master, who appropriates nearly all, merely buying a few sweetmeats for his pupils. Should any householder appear unwilling to make the expected presents,

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there is a dialogue expressly adapted for such a case, in which one of the boys personates a miserly man and holds an altercation with the others. After putting off the applicants on various excuses he pretends to be overcome by their warnings of the evil sure to overtake him, and ends with the broad hint "Wife, go and bring the money bag!" It appears that this colloquy is rather popular, and that unwillingness to fee the boys is often stimulated for the sake of hearing it recited. I have read it all, and, beyond a little good humoured abuse, see nothing in it but nonsense. Sometimes the boys amuse the audience by asking riddles.

106. As every thing is of value that throws light on the practices of the indigenous schools, I have collected and translated a number of the Maharnavami padyas, riddles, &c., but find little worthy of presentation here. Some are childish in the extreme, others contain allusions to popular beliefs and traditions.

Among the verses addressed to a shetty or merchant, the following occur.

"He sits down in the jungle and forthwith springs up a shop; if you cut down the trees, he will make it into a city; if angered, he can ruin a kingdom; ever getting gain, he causes the ships to sail on the sea.

With scales, balances, weights, and a money changer's box at his side; weighing every thing well and knowing its proper market value; resolved not to be cheated to the extent of a single cash; his fame is spread abroad through all the land.

Gootty pagodas, Mamatoor half pagodas, Shervaroy and Pennakonda coins and, if very urgently required, even Ikkéri pagodas, these and many other current coins can he supply.

Of a gowda, or farmer, it is said "He has not his equal in the world for kindness."

The address to a kumbára, or potter, begins thus.

"In the famous line of *Shalivahana, who surrounded with elephants, horses, and infantry, mounted the magic horse and slew his rival Vikrama, were you born into the world kumbára shetty.

107. Were the people generally either disposed or qualified to examine what the boys really learn, and to ascertain their progress, it seems to me that this annual ceremony might be turned to good ac-

*Shalivahana was the son of a potter.—*Elphinstone's History of India.*

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count, and in the case of the hóbḷi schools made to take the place of the yearly recitations and distribution of prizes customary in schools under European management. Even as it is something might possibly be done with this view, through the agency of the local punchayets.

Mission Schools.

108. The unaided *Mission Schools* belong either to the Catholic, the Weslevan, or the London Missions, and are pretty much confined to the stations where missionaries are resident, or to their immediate neighbourhood.

109. From information received I understand that there are nine Catholic Schools unassisted by Government, all located in Bangalore, except one, which is at Béguru, about 10 miles away. Three of the former are girls' schools. The return of attendance gives 186 boys and 67 girls, of these 34 are learning English, 163 Tamil, 21 both these languages, and 35 Canarese and Telugu.

110. The Wesleyan schools contain about 2019 pupils ; the absence of necessary documents, I am informed, prevented any but an approximate statement, rolls not being obtainable in all instances. The schools (number not known) are situated in Bangalore, Mysore, Toomkoor, Gubbi, Kuṇigallu, and Shimoga. Canarese is studied by 1573, and Tamil by the remaining 436 of the scholars.

111. The London Mission have 4 schools, 2 in Bangalore, 1 in Máluru and 1 in Anekallu, containing altogether 135 boys and 30 girls. Of these pupils 105 are taught in Canarese, and 60 in Tamil.

VI. SCHOLARSHIPS.

Government Scholarships.

112. Government scholarships to the extent of Rs. 500 a year have been attached to the High School, and ten have been founded in connection with the Engineering School, as described in the paragraphs referring to those institutions. There is also a scholarship of Rs. 4 a month in the Huṇasúru School.

113. The following exhibitions have been instituted by private liberality, in order to perpetuate the memory of Major General R. S. Dobbs, a highly esteemed Officer of the Mysore Commission, who served

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Dobbs' Medal.

in this province for upwards of 30 years. The *Dobbs' medal*, to be awarded annually, on the result of a competitive examination in the English scriptures, open to "all Protestant students of whatever race, class, or denomination, who have been educated in the Mysore country for the period of at least two years immediately preceding the examination, and whose age shall not be more than 19 years." The *Dobbs' scholarships* two in number, of the value at present of Rs. 7 a month each, to be given, one in the High School, and the other in the Native Educational Institution, to deserving students who have matriculated.

Dobbs' Scholarships.

114. Subscriptions are now being raised to establish a scholarship in memory of Mr. Arunachelam Modiliar, the late Head Sheristadar of the Chief Commissioner's Office, and Huzoor Anché Bakshi or Post Master General. This gratuity will be attached to the Sadar Véda Siddanta Sabha Seminaries. It is gratifying to observe the increasing popularity of this useful mode of commemorating important public services.

VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

115. The extent to which appointments in public offices are given to students cannot be accurately ascertained. There is unquestionably an increasing disposition on the part of Heads of departments to favor well educated candidates, and not to be guided entirely by interested recommendations in filling up appointments within their gift.

116. The following are a few of the best paid situations held at the present time by young men, in whole, or in part, educated in the High School. I do not vouch for its completeness.

Assistant to the Inam Commissioner	Rs. 300
Accountant, Controller's Office	175
Munshi to Canarese Translator	155
Naib Sheristadar, Judicial Commissioner's Office ...	150
Revenue Sheristadar, Shimoga	100
" " Kadoor	100
Judicial Sheristadar, Mysore	100
Do. " Toomkoor	100
Amildar of Moḷakálmúru	100
Head Master, Kolár District School	100
Head Accountant, Nandidroog Division ...	100

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Correspondence Clerk, Chief Engineer's Office	...	100
Head Writer, Coorg Commissioner's Office	...	80
Record Keeper, Inam Commissioner's Office	...	80
Head Translator, Nandidroog Division...	...	75
Translator, Judicial Commissioner's Office	...	75
Do " "	...	75
Killédar of Sarjapura	...	75
Translator, Bangalore District Office ...	...	70

117. The number of candidates for the Uncovenanted Service Examinations increases every year. About 200 were examined at Bangalore for the last General Test, and about 60 for the Special Test.

VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

118. In the educational measures of the past year the improvement of the English instruction already provided for has been kept in view rather than its extension. As it takes a long time for a native to learn English, the cultivation of that language is often carried on at the expense of the vernaculars, and although to counteract this tendency the study of Canarese is obligatory in all our anglo-vernacular schools, yet it necessarily holds a subordinate place in the curriculum. Hence the importance of making the English course as complete and thorough as possible, and of discouraging the multiplication of inferior schools in which only a smattering of English is obtained and no great proficiency acquired in the vernacular as a compensation.

119. The standard required for Matriculation at the Madras University is set before the masters as a definite point to be attained by the advanced pupils of the district schools, and all but three were in a position to send up candidates to the last examination ; a sign that this is not an ideal goal but one that the pupils may with effort be brought up to. The Raja's School at Mysore and the Hassan District School have advanced a step beyond, and prepare students for the First Arts Examination ; while the High School yet further, in its college classes, provides the means of graduating.

120. The advantages of adopting this publicly recognised standard for the English education are too obvious to need mention, provided the character of the standard itself be such as to promote the end in view in training up to it. It is matter for congratulation therefore that the changes recently made by the Senate of the University are so plainly in the right direction.

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IX. BOOK DEPARTMENT.

121. The continually increasing demand for school books is both an index of the growing desire for education and a result of its greater diffusion. The accuracy of this view is confirmed by observing that the sales in the branch depôts, scattered about in various parts of the country, have increased in a much greater ratio than those in the Central Depôt at Bangalore, and this difference would probably be still more marked were the means of despatching books to out-stations less limited than they are. The aggregate sales amounted to Rs. 14,515 for the year, in the proportion of Rs. 9,568 in the Central, and Rs. 4,947 in the branch depôts.

122. Our Telugu school books have been obtained from Madras and a great many Canarese ones from Mangalore, but the rate at which our Canarese schools are increasing precludes the possibility of our relying to any extent upon foreign sources. A series has accordingly been prepared here of elementary works in Canarese specially adapted for use in the Mysore Government schools, and the books have been published at considerably lower rates than would have to be paid for similar ones procurable elsewhere. The following is a list of what have been issued.

		Copies.
Padya Sára—a poetical reader	..	10,000
Kathá Saptati—a story book in prose	..	10,000
Vágvidháyini—a grammar	..	5,000
Bhúvivaraṇé—a geography	...	5,000

123. With the view at the same time of encouraging the higher Canarese literature, patronage has been extended to a complete edition of Válmíki's Rámáyaṇa, a work of which only portions have hitherto existed in print. A number of copies of the Kathá Sangraha have also been purchased.

124. Private publications of a useful character have been assisted, of which the following may be mentioned.

	Copies.
A History of Mysore, by a native Dy Superintendent.	400
An introduction to the study of Sanskrit in the Dévanagari character, through the medium of Canarese or English. ., ...	500
The First Book of Euclid in Hindustani, by a Mahomedan Head Master	300
A Canarese English Translator, on the system of Ollendorf, by a German Assistant Master	200

125. One of the greatest wants of the department has also been

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supplied in the preparation at the Government Press of a map of the World in Canarese, 5 ft. by 3 ft., engraved on copper. The execution of this work will, it is believed, stand comparison with that of any vernacular maps ever published in this country. The only other Canarese map available is a lithographed one of India, published at the Wesleyan Mission Press. Moreover for the use of Hindustani schools, arrangements have been made for obtaining copies of the Urdu maps prepared in England for the Panjab Educational Department.

SCHOOL BUILDINGS.

126. The erection of school buildings having this year for the first time been entrusted to the Educational Department, three schools according to the second class standard design have been undertaken at the stations of Hosakótè, Bélúru, and Bánávára. The two former are finished and occupied, in the third the roofing is now going on.

127. In addition to the foregoing, five school houses of the first class, which have been for various periods under construction by the Public Works Department, have been completed; namely at Shikáripura, Dávanagere, Maddúru, Chikkamagalúru and Harihara; and the premises hitherto rented for school purposes at Chikkanáyakanahaḷḷi purchased for Government, the intention of building being abandoned.

128. Wherever the situation of the schools was very much exposed, the grounds have been hedged, walled, or railed in, which will not only tend to the conservation of the buildings, but sets off their appearance, and gives an air of order to the premises.

CONCLUSION.

129. In concluding my report I desire to acknowledge the cordial assistance I have received from all the civil authorities in introducing the scheme of hóbḷi schools. My thanks are especially due to Mr. B. Krishniengar, Deputy Superintendent of Kolár; Lieut. E. S. Ludlow, Assistant Superintendent of Ashtagram; Mr. L. Ricketts, Deputy Superintendent of Mysore; and Captain W. Hill, Deputy Superintendent of Hassan.

130. In the Educational Department itself I have at all times received the cheerful and ready support of those under my direction in

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carrying out the changes and plans described in the preceding pages. It gives me pleasure to mention the following in particular.

Mr. R. G. Hodson, Offg. Inspector of Schools, First Circle.
„ C. Waters, M. A., Principal of the High School.
„ J. Dunning, Head Master of the Raja's School.
„ M. Clapham, Acting Head Master of the Normal School.
„ G. W. Haldwell, Head Master of Hassan District School.
„ G. W. Wallace, Head Master of the Engineering School.
„ Abdul Rahiman, Head Master of Kolár District School.
„ M. Buchaya, Head Master of Chikka Baḷḷápura School.
„ M. Ramaswamy Shastri, Canarese Translator.
„ Khwaja Mahammed, Sub-Deputy Inspector of Hindustani Schools.

131. I may be allowed further to express my obligations to the Chief Commissioner for his favorable entertainment of the proposals I have had from time to time to submit for his consideration.

I have the honor to be
Sir,
Your most obedient Servant,

B. L. RICE,
Offg. Director of Public Instruction.

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APPENDIX I.

GOVERNMENT SCHOOLS.

I. SCHOOLS OF THE HIGHER CLASS.

High School, Bangalore.	District School, Kolár.
Raja's School, Mysore.	„ „ Toomkoor.
District School, Hassan.	„ „ Chituldroog.
„ „ Shimoga.	„ „ Chikkamagalúru.

2. SCHOOLS OF THE MIDDLE CLASS.

Nandidroog.	*Ashtagram.*	*Nagar.*
Chikka Baḷḷápura.	Huṇasúru.	Harihara.
Chikkanáyakanahaḷḷi.	Narasipura.	Shikáripura.
Channapaṭṇa.	Yeḷandúr.	...
Dévanahaḷḷi.	Gundlupéṭé.	...

3. SCHOOLS OF THE LOWER CLASS.

Bangalore District.	*Kolár District.*	*Toomkoor District.*
Chennapaṭṭa.	Bagépaḷḷi.	Chikkanáyakanahaḷḷi.
Clósepéṭé.	Chintamaṇi.	Huliyúrdurga.
Dévanahaḷḷi.	Chikka Baḷḷápura.	Koraṭagere.
Dodda Baḷḷápura	Góribidanúru.	Maddagiri.
Hosakóṭé.	Kolár.	Sírá.
Mágadi	Muḷabágalu.	Tiptur.
Sarjapura.	Narasapura.	Toomkoor.
Yelahanka.	Srínivaspura.	Turuvékere.
...	Sidlaghaṭṭa.	...

Mysore District.	*Hassan District.*
Maddúru.	Arakalagúdu.
Maṇdya.	Bélúru.
Mysore.	Háranahaḷḷi.
Nanjanagúdu.	Nágamangala.
Narasipura.	Narasipura.
Sargúr.	Sakléspura.
Yedatoré.	...

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Shimoga District.	*Kadoor District.*	*Chituldroog District.*
Chennagiri.	Báṇávára.	Chituldroog.
Hoḷé Honnúru.	Bírúru.	Dávanagere.
Nyamti.	Chikkamagalúru.	Harihara.
Ságara.	Kadoor.	Hosadurga.
Shikáripura.	Tarikere.	Huḷiar.
Shimoga.	Wastára.	Moḷakálumúru.
...	...	Pávagada.

HINDUSTANI SCHOOLS.

Kolár.	Mysore.
Toomkoor.	Chituldroog.

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4. FEMALE SCHOOLS.

Bangalore.	Chintamaṇi.	Srínivásapura.

5. NORMAL SCHOOLS.

General Normal School	...	...	Bangalore.
Nandidroog Division Hóbḷi Normal School			Kolár.
Ashtagram	„	„	Mysore.
Nagar	„	„	Shimoga.

6. OTHER SCHOOLS FOR SPECIAL EDUCATION.

Engineering School, Bangalore.
Jail Schools „
Reformatory „

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SCHOOLS OF THE HIGHER CLASS.

HIGH SCHOOL, BANGALORE.

Principal's Report.

Attendance.

1. Compared with the number of students in this institution a year ago, the present attendance shews a favorable reaction. The Principal in his report thus accounts for the falling off at the beginning of the year. "After the University examinations in December 1867 we had on our roll a B. A. class of 4, and a First in Arts class of 14 students, but I found myself unable to carry on a B. A. class with the staff of masters I then had without neglecting other classes that required my more immediate supervision. I was therefore obliged for the present to give up the class. One student went to Madras, and I understand is doing well, two others have this year gone up for the B. L. degree, but they have not carried on their studies at the High School. About this time, in order to allow a longer time for teaching, the hour for commencing school was changed from 7 to 10 o'clock in the morning and one hour more was added. This change, however, did not meet with the approbation of the students, very many of whom are employed and so are unable to attend the school after 11 o'clock. I am sorry to say that during the first three months of the year our numbers diminished to about 300, but they have since risen and we have now about 475 students.

College Classes.

2. We commenced last February with a First in Arts class of 10. I think our senior classes now number about 9 in the B. A., class and 12 in the First in Arts class. I purpose this year again commencing a B. A. class. As the students in this class are, according to the curriculum of the Madras University, two years in preparing for their degrees, this will at the end of the present year necessitate the formation of another class if some of the First in Arts students pass the University examination next December. So that there will be four college classes instead of one, as was the case when I took charge of the school in January 1867. I hope the Commissioner will be able

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to comply with the request I intend making for another master to enable me to carry on efficiently the college classes.

University Examinations.

3. I am happy to report that the students have done creditably in the University examinations. Ten students were candidates for the First in Arts Examination held last December, of whom six passed. One of them, Mahomed Ali, taking a high place in the first class. The Matriculation candidates were not so successful; out of 14 candidates, 4 passed. These numbers do not include two First in Arts and six Matriculation students, who by their own desire were sent up to the examination, but failed.

Scholarships.

4. There are now three scholarships given for the First in Arts class and five for the Matriculation class which are given to those scholars who are in poor circumstances. I am sorry to say that only three of these scholars have this year passed the examination, but this perhaps is owing to the fact that many of them are employed.

Examiners' Reports on the F. A. Class.

English.

5. Mr. E. Thompson, M. A., Principal of Presidency College, Madras, reports as follows:—It will be seen from the marks that six out of eleven have done well, and two of these very well. I was glad also to see such good answers from Mahomed Ali who writes better English than I have been accustomed to see among Mahomedans; of the remaining five I cannot speak favorably. I am afraid that their chance of passing in December is not a very good one, though one or two may succeed if the intervening time is well spent. Coleman is the only boy who seems to have an idea of scanning. All the rest failed in the question on this point. The class shewed a good idea of what should be aimed at in a paraphrase, but, with two or three exceptions, were not very successful in rendering the meaning of the passage. All, but Coleman, Mahomed Ali, Narasamiengar and Venkatavardiengar, failed in derivation.

Canarese.

6. The Rev. B. Rice, of the London Mission, says:—I have carefully examined the answers of the students to the questions proposed to them in Canarese poetry and prose, and I have much pleasure

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in stating that I consider them as a whole fairly done; evincing a good degree of acquaintance with the subjects studied. It is remarkable that the paper on poetry, although the more difficult of the two has been answered better than that on prose, so much so that one student who gets 30 marks for poetry obtains only 17 for prose, another who gains 28 for poetry has only 10 for prose, the same disproportion appearing more or less in all the students. The general result cannot but be regarded as creditable. At the same time I would here repeat what I am in the habit of urging on all native students, namely, the importance of their arriving at a more thorough acquaintance with English idiom, and a more accurate knowledge of the grammar of their own language. Without this they cannot secure a high place as thorough scholars in both languages, nor turn their attainments to the best account.

7. Mr. Mahomed Ali, Assistant Superintendent, Mysore Commission, writes:—In sending the number of marks obtained by Mahomed Ali in his Hindustani papers, I am happy to state that the candidate has on the whole given great satisfaction. He has evinced a good deal of ability in translating from Hindustani into English both in prose and poetry, but the converse is not so; this may perhaps be attributed to the peculiar style of English given to him to translate. He appears to have a general and fair knowledge of the different idioms of both English and Hindustani.

Hindustani.

8. The Rev. J. Bamforth, Principal of Bishop Cotton's School says: I return Coleman's papers. He has obtained 45¼ marks out of 100, a very fair result. I would advise him to work at his Cicero the next ten days.

Latin.

9. Mr. J. Bradshaw, Mathematical Master of the Civil Engineering College, Madras, reports:—The answers of six of the students I regard as highly satisfactory, but the other four are decidedly unsatisfactory. On the whole the class, as a class, has obtained 48·1 per cent, a result which I regard as creditable. The examinees seem to have a misconception on the subject of exchange, and did not apparently understand the meaning of the term "debenture."

Arithmetic.

10. Mr. W. A. Porter, M. A., Principal of the Provincial College,

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Algebra and Euclid.

Combaconum, says:—Of the students examined by me in Euclid and Algebra four have done very well, and three others fairly. The style of most of the papers is very good.

Logic.

11. The Rev. A. R. Symonds of Madras, who examined the single candidate in this subject, reports :—His paper is a very good one. I valued the questions at 40 and assign to him 22½.

Indian History and Geography.

12. The Rev. J. Bamforth, F. R. G. S., states that eight out of eleven have obtained half marks or more, a result which I consider very satisfactory. A greater number of marks would have been obtained by a majority had they not failed in map-drawing. Mahomed Ali and Ramaswami are deserving of special mention, the former having obtained more than five-sixths and the latter more than three-fourths.

Examiners' Reports on the Matriculation Class.

English.

13. The Rev. J. Hudson, B. A., Principal of the Native Educational Institution, says :—Of the papers sent to me, five deserve special notice. The best was written by C. Védavyása Rao ; apparently he had not time to finish the questions, but so far as he went he answered very well. The second and third papers were by M. G. Krishniengar and L. Srínivásiengar, who were equal, the fourth by James Conquest, and the fifth by Henry Slany, all these answered well. The next papers by S. Srínivás Rao and V. Chitambaram were very fair, and that by B. Kristna Rao, very nearly up to the standard for passing.

14. In these papers good explanations were given of words and sentences, an intelligent acquaintance was shewn in most cases with the subject-matter of the poetry, and satisfactory answers were given to the questions on grammar and idiom. The English in the paraphrasing and composition was also pretty good. The grammatical analysis was not quite so well done as the rest of the work. The papers gave proof of patient and diligent study, and there seems good ground to hope that most if not all of the boys mentioned will pass in English at the approaching University examination.

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15. The Rev. C. Campbell, B. A., of the London Mission, reports as follows:—After a very careful examination of the papers containing the answers to my questions, I congratulate the two scholars, S. Srínivás Rao and M. G. Krishniengar, who have obtained the largest number of marks, viz. 72 and 61 respectively, out of the maximum 80. They and others who have been less successful evince much ability and give promise of good progress in the future. But if they would make the best of the many advantages which they have in connection with this institution, and would occupy a high position of honor and usefulness among their own countrymen, they must give more attention to every thing connected with the study of their own language. If they do become eminent for their learning in general, it will be a matter of regret to them in after life if through neglect they allow others to excel them in this branch of knowledge.

Canarese.

16. Mr. J. B. Rogers reports:—That the single candidate, V. Chitambram, obtained 60½ marks out of 80 in Tamil.

Tamil.

17. The Rev. W. W. G. Cooper, M. A., Chaplain of St. John's, writes:—I have carefully looked over the papers on Sallust and Virgil of the three candidates for Matriculation from the High School. Sallust is a difficult book, and the boys, like those of Bishop Cotton's School, have not done as well in it. In Virgil all have acquitted themselves very creditably. Their papers are also neat and orderly. On the whole I think there is good reason to be satisfied.

Latin.

18. Mr. J. Lacey, B. L., says:—The class did much better this year than last. The lowest number of marks gained was 15 out of a maximum of 40, and as the University of Madras only requires a candidate to gain one fourth of the maximum number of marks to enable him to pass in this subject, there is no doubt of the students of the class passing in arithmetic. D. Calder obtained the greatest number of marks, viz., 39½, and next to him were J. Conquest and B. Kristna Rao, with 36 marks each. D. Calder also deserves great credit for the neat manner in which he has done his paper.

Arithmetic.

19. Captain W. H. Edgcome, R. E., Principal of the Civil Engineering

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Algebra.

College, Madras, reports as follows :—My examination of a class of 17 students in algebra up to the Matriculation standard, shews the following results, viz., that 10 students have obtained half marks or more, and that two others very closely approach that figure. Of the above mentioned ten, V. Chitambram, D. Calder and B. Venkatavardiengar are especially distinguished in having obtained 100, 85 and 73 marks respectively, the maximum being 100. Amongst the last five on the list, B. Védantachari and S. Srínivás Rao have acquitted themselves fairly, but the remainder very indifferently. The average of marks for the whole class is over 53 per cent, which is decidedly satisfactory.

Euclid.

20. The Rev. J. H. Walton of the London Mission Institution, says :—I received 17 papers of answers, and find that with two or three exceptions the boys have answered very well, whilst one or two deserve special commendation for diligence and care. Four of the seventeen have succeeded in gaining more than half of the number of marks. Five others have obtained over one-third marks. Three more have got above the quarter, whilst of the remaining five youths three have barely failed. I consider these results highly creditable to the class and very encouraging to the masters. I would specially commend V. Chitambram as holding the first place, having gained 22 marks out of 40, and although C. Védavyása Rao has not obtained so many marks as some of the others, yet his answers evince such great care and diligence as to merit special mention. It would be well I think if one or two of them were to attend a little more to the spelling of words, especially Abdul Azíz, concerning whom I may also say that he would have obtained a much higher place had he abstained from the use of algebraical symbols in his demonstrations. In all cases the answers are neatly written, and there appears but little evidence of haste or negligence.

Indian History.

21. Lieutenant G. J. Van Someren, officiating Conservator of Forests, writes:—Ten questions were set, one of them testing the knowledge of dates possessed by the boys ; the other nine were questions of a general character intended to test whether the boys had read their histories intelligently or simply learnt them off by rote. The class consisting of 17 boys shewed a very fair knowledge of the History

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of India, with two exceptions, Balasundram and Abdul Azíz, who, out of a maximum of marks fixed at 40, obtained but 7 and 8·6 respectively. The other 15 boys did well. Of these 15 lads the best was S. Srínivás Rao who out of 40 marks got 37·1. A. Védavyása Rao, V. Annasawmy, B. Kristna Rao and J. Conquest all succeeded in getting upwards of 30 marks each. S. Srínivás Rao's paper was the best, but had C. Védavyása Rao, answered the sixth question correctly and fully, he would have stood first in Indian and second in English History. Though J. Conquests' paper stands fifth in order rated according to marks, and his knowledge of dates is limited, it shews perhaps the best general acquaintance with the History of India. Conquest seems to take an intelligent interest in events that have occurred.

English History.

22. As a class the knowledge of English History shewn by the boys is poor. In Indian History the 17 boys obtained a total of 409 marks, in English History but 288 in all are obtained. J. Conquest leads the list with 31·1 marks out of a maximum of 40. C. Védavyása Rao is a good second with 30·5. The next is H. Slaney with 26·8, the fourth V. Annasawmi with 22·6. S. Srínivás Rao gets 21. The other fifteen failed in getting half marks, and four boys failed in getting even 10 marks. The two worst English papers sent in were by K. Srínivás Rao and Abdul Azíz. The questions were designed to test their general knowledge of history, only one question was assigned to dates.

Geography.

23. Mr. H. Wellesley, M. C. S., Assistant Superintendent, Mysore Commission, reports as follows:—Considering that the course of studies has embraced the geography of the whole world, I look upon the papers as on the whole very fair, and I do not think that any of the class can have been idle. Conquest is *facile princeps.* Nearly all his answers are first rate, and are moreover well condensed and neatly written. I am sure that if he works he will take a high place in any examination for which he may enter in the country. But heavily weighted as his native competitors are in having to gain knowledge in a foreign language regarding countries most of which have in their eyes nothing to awaken interest, I think that some of them have equal reason to congratulate themselves. It might be considered strange

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that the only question which has been badly answered by all is that which relates to Mysore. A student of geography should start with that of the country in which he expects to pass his career. To a few of the questions some rather amusing answers have been returned, and as it does boys good to be laughed at, I give some of them verbatim, omitting names. Asked to name the agricultural products of England, one boy names "knives" and "digging coal," and another replies "they agriculture (*sic*) mulberry trees largely in order to obtain silk." A third includes "learning" and "civilization" in a long list of the exports of England. A fourth states that India exports rági, cholum and dhal to England. Here is a portrait of a Scotchman. "Scotchman.—This chiefly inhabits mountains. Has small eyebrows, bent forehead and long beards. Very clever and artful." Of an American Indian. "This is a very fearful to look at. Face is flat, devil-like shape; all turned Christians. Tufts of hair flying about their heads." Some of the boys have been taken in by a catch question, and are of opinion that cotton grows in some parts of England; but several decline to be caught, and the best boy in the class hits back sharp, for he replies to the effect that the only parts in England in which cotton grows are green-houses. But these answers are no criterion of the papers, which I repeat are very fair, and I can only regret the ignorance displayed regarding Mysore.

24. One word of advice to those who are going up to be examined at the Madras University. A neatly arranged paper is half the battle. Some of the papers that I have looked over are more like Chinese puzzles than examination papers. Number your answers carefully and in proper order, and do not let one answer run into another. If in doubt about a question leave a space for its answer and pass on. Otherwise the examiner will infallibly lose his temper, and in that case the cause thereof may lose some marks.

RAJA'S SCHOOL, MYSORE.

Head Master's Report.

25. This was formerly a Free school in every respect; not only in point of fees, but His Highness also furnished books, stationery, and every other article the boys required for school use gratuitously. After

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his death when the school was transferred to Government it was thought desirable to impose a small fee of 4 annas in the lower classes. Some fear was entertained that the imposition of the fee would have the effect of reducing the number of scholars, but the contrary has been proved to be the case, and the attendance generally has been more regular than before. The fees in the higher classes have now been raised to Rs. 1½ and Rs. 2 respectively, with permission to excuse either wholly or in part those boys known to be in indigent circumstances. The scale of fees at present is, F. A. class Rs. 2, Matriculation class Rs. 1½, first class 8 annas. Second and third classes 6 annas, and all the other classes 4 annas. In the Canarese and Hindustani classes 1 anna each. All the boys now provide their own books.

Scholarships.

26. A few scholarships to aid the most deserving boys in the prosecution of their studies are very desirable. Captain Campbell has very liberally given a scholarship of Rs. 10 a month for the present year, and Colonel Haines will continue it at the same rate for the following year for the benefit of M. A. Krishniengar. There are several other deserving boys who are in very indigent circumstances, and I trust the Chief Commissioner will be favorably disposed to aid the institution by granting a few Government scholarships.

University Examinations.

27. This is the first time the school has succeeded in the University Matriculation standard, five candidates having passed in December last. Of these M. A. Krishniengar is entitled to most credit, having entered as a beginner in September 1863, and worked himself up to the Matriculation standard in about five years. Four out of those five are now studying in the F. A., class, and the Matriculation class for this year numbers about 20. We trust a greater proportion of those will succeed than last year.

Inspection Report.

28. Seven months have elapsed since the transfer of this institution to the control of Government. During that period the numbers on the register have increased from 234 to 259. The lowest attendance on any day during the current month (December) up to the time of inspection was 224, but this figure is rather above the average daily attendance for the last six months.

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29. The Matriculation class mustered 20 candidates, but the whole of these will probably not compete. Several of their number hold appointments, and thus more time has been unavoidably devoted to business than could be spared from their studies without endangering their success. Class I has 15 pupils who with their newly appointed teacher have evidently worked hard, but they betray many of the defects arising from faulty elementary teaching, such as a fragmentary mode of answering during a *viva voce* examination, bad pronunciation, and an imperfect acquaintance with the rudiments of grammar. Another twelve months work, however, should enable a good number of them to enter upon the Matriculation course. Classes II and III acquitted themselves well. The condition of class IV was particularly gratifying, and that of V and VI was also satisfactory.

30. I beg to call attention to the fact that the introduction of fees into this hitherto free school, so far from being followed by a diminution of numbers has been accompanied by an increase, which is not likely to fluctuate so long as the institution continues to hold out advantages equal to the educational requirements of this important town.

DISTRICT SCHOOL, HASSAN.

31. The Hassan School retains its position as the foremost of the district schools. The number of pupils at the time of my inspection was 114, against 105 the preceding year. The steady advance of this school and excellence of its management reflect great credit on the Head Master.

DISTRICT SCHOOL, SHIMOGA.

32. The general result of the examination of the anglo vernacular school as regards a knowledge of the text books has been fair, but mental training, especially in the lower classes, has been sadly neglected. The few questions proposed, and they were few indeed, shewed that these children had seldom been called on to think out the answer to a given question. Even when the answer was contained in the book but required a little thought to obtain it, it was seldom given without a great deal of questioning to get it from them.

33. Much attention is paid to writing copies, but unfortunately greater ignorance of the principles I never met with. The stems of the

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letters are generally out of all proportion to the body, and the letters are at any angle to the lines, and too much crowded; no attention is paid to the manner of holding the pen or the position of the children. The head lines generally convey some geographical information, but some of them are very absurd. The style of writing is not suitable for office work.

34. The masters of the lower classes require careful supervision. I have noticed several serious mistakes in knowledge as well as school management; and I think it due to the children, not only in this school in particular but of every school in the province, that Head Masters should devote a certain portion of time, out of school hours, for the instruction of their assistants, in school subjects and school management. The latter especially would be advantageous to themselves as well as to their assistants, for new information would be constantly turning up and furnishing them with new ideas to carry out in their schools. A want of this teachers' class in a school is a serious drawback to the welfare of the pupils and the good feeling which ought to exist among teachers. The second class has been formed too soon. These boys would have profited more if they had been kept in the third class for another year.

DISTRICT SCHOOL, KOLAR.

35. The number of registered scholars at the last examination was reported to be 144, and has now increased to 162. The English branch contains 70, the Hindustani 62, and the Canarese 30. The strength of this school is now greater than any other of the same class.

36. From the records of the last examination I find that papers were set to the first class similar to those previously given to students of a corresponding grade in the Hassan Government School. I regret that I was unable to repeat this common test, a considerable interval of time having unavoidably been allowed to elapse between the examination of the two schools.

37. It will appear from the tabular form of report that the portions studied are very small, and that throughout the school the results of the examination are generally less satisfactory than usual. The following explanation becomes necessary to avoid producing an unfair impression. The examination of this school, as previously intimated,

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should have immediately followed that of Hassan, but the holidays intervened, and a few weeks' farther postponement being likely to occur, I desired the Head Master in this emergency after the re-opening of the school to use his own judgment in effecting the annual reformation of the classes. Had not this been done the present time would have been abridged and the Kolár School placed under a disadvantage in its next competition with Hassan.

38. The tabular report therefore represents the work of the last six weeks only. In conducting the examination, however, I took the opportunity of testing the knowledge of each class in the work done during the preceding term. In awarding prizes also I was entirely guided by the position of the boys at the end of last term and their efficiency in the subjects then studied by them, and was fully satisfied with the performance of the various classes. Papers on language (English and Canarese) and on history were given to the Matriculation class. Those who passed obtained not less than one-half of the marks. Except in Canarese, these papers were identical with those previously set at the examination of the Normal School. The first class attempted the Canarese and history papers, but none obtained half marks. I questioned the fitness of some of the pupils recently promoted to this class, but on the representation of the Head Master in favor of his arrangement, I allowed it to stand.

DISTRICT SCHOOL, TOOMKOOR.

39. The general progress of this school has been fair since my examination of it about two years ago, but it is still below the standard of the district schools, and had I not known its condition at that time I would have censured the master for its present low condition compared to other schools. Then the boys were beginning every thing, but now their progress in the several school subjects is "very fair" They are rather defective in the knowledge of the map, an error which I trust will be remedied before my next visit.

40. A more recent report is as follows :—

This school is progressing favorably, but I still require from the boys of the first and second classes a better knowledge of the subjects they are learning in these classes. Only two boys in each could be said to have done well, and this deficiency in thoroughness was shewn

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particularly in language. The third class did well in every thing, and nothing could be better done than their lessons in language. The master has not been long from the Normal School, but has notwithstanding proved himself to be an excellent teacher, and I wish many older teachers would imitate his practice.

DISTRICT SCHOOL, CHITULDROOG.

41. The results of my examination have been generally satisfactory, except in language, which has been a failure from the highest to the lowest class. Want of thoroughness in this subject has been painfully apparent, as very few boys in the school understood the meaning of the sentences they read in my presence. Consequently I have ordered the teachers to recapitulate this and the other subjects marked "insufficient" in my report.

42. The work of the school appears to be entirely carried on by rote, for scarcely any effort has been made to evoke the thinking faculties of the pupils, or direct their attention from their books to the things occurring around them, or even to make them feel that much of what is in their books they know already. A remarkable instance of this occurred at one of my examinations, when the teacher informed the class that wheat does not grow in India, because it was not specially mentioned in the book he held in his hand, although both he and his pupils could have seen cart-loads of it passing their doors to Bangalore every week. Geography was not taught in an intelligent manner ; there was too much dependence upon the book for definitions and productions.

43. The organization of the school is a most unusual one, and the labor of teaching unequally divided between the masters. The Head Master teaches only the first class consisting of 6 boys, and leaves the other three classes consisting of about 31 boys of various abilities entirely to the care of the assistant master. Such a state of things in a school ought not to be allowed, and is not allowed where the master possesses the least zeal for his work or anxiety for the welfare of his pupils. I trust that I shall never have to direct attention to a similar case again. This error arises from a notion very prevalent among Head Masters, that the first class is quite enough for them to look after and that the assistants should teach the others.

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44. Subsequent report.

The second or highest class did so badly that I have been induced to withhold the prizes. The other classes did very fairly.

DISTRICT SCHOOL, CHIKKAMAGALURU.

45. The status of the anglo-vernacular school is progressing favorably both in numbers and school subjects of instruction, but still holds an inferior position to other district schools.

SCHOOLS OF THE MIDDLE CLASS.

NANDIDROOG DIVISION.

Chikka Ballápura.

46. The numbers since the last examination have increased in the English school from 42 to 53. In the highest class neither the English poetry nor prose lessons had been so thoroughly studied as they should have been, and arithmetic appeared to be better understood in theory than in practice. In all else the class acquitted themselves well, especially in grammar, analysis, and translation. The general progress has been decidedly good. Class III did fairly, but on the whole not so well as Class II. Arithmetical operations betrayed a want of precision and order. The Canarese lessons and history deserve more attention than they appear to have received. I was pleased with the evident pains that had been taken with English prose and grammar.

47. The lower classes have been well taught, but a third assistant is necessary to give the school a fair opportunity of reaching a higher standard. With the existing staff of two teachers, it is hardly reasonable to expect the full amount of work from each of the five classes. During two months and a half the Chikkanáyakanahaḷḷi Head Master had temporary charge of the school, and shewed himself capable of discharging the duty efficiently. The assistant master, who has now been about one year in the department, is a good teacher and has evidently worked hard with his classes.

48. On the afternoon of the 29th July a public examination was held and prizes were afterwards distributed. A large number of the

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visitors present unfortunately did not understand English, but Mr. Krishnaswamiengar, the Assistant Superintendent, addressed them in Canarese, explaining the scheme of study at present in force, and adding his own remarks on the state and progress of the school. The proceedings appeared to afford general satisfaction.

Chikkanáyakanahalli.

49. The condition of this school has improved very much since my last visit, the numbers having risen from 7 to 33 not including the boys in the Hindustani school which is on trial, and not yet acknowledged as being under Government control. The examination has been very satisfactory, and I have much pleasure in recording my approval of the work which has been done in this school by the teachers.

Dévanahalli.

50. A Hindu feast of which I received no previous intimation happened to fall on the days I had fixed for the inspection, and the time of examination being thus unavoidably curtailed, I was compelled to omit a few subjects indicated in the tabular form. I regret to state that the condition of the English school continues very unsatisfactory. Of the 5 boys forming the highest class, not one was sufficiently advanced for promotion. The discredit of this failure is aggravated by the fact that two of these pupils have been in attendance at the school since its establishment about seven years ago. The other three pupils were promoted from class IV during the last term without authority, an irregularity certainly not excusable on account of the proficiency of the boys. Similar irregular promotions were made from class V to class IV. The majority of the boys in these classes have been upwards of three, and some upwards of four years in the school. The absence of the Head Master for four months may be mentioned as an extenuating circumstance, but does not account for the fact that, of five boys forming the fifth class, three have been 3 years, and one 2 years, in attaining that standard.

51. The continued inefficiency of the school and its gradual diminution call for immediate and decided action. I beg to recommend an entire change in the teaching staff. Should this measure fail to produce the desired effect, I see no sufficient reason for maintaining an anglo vernacular school in this place.

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ASHTAGRAM DIVISION.

52. The numbers since last December have fallen from 47 to 38, of these 37 were present during the examination. The standard of the highest class, a second, has been passed by one boy whose attainments entitle him to a place in a first class. Except in mathematics the result of the examination is favorable. I found an intelligent interest was exhibited by the elder boys in European political movements, such as the recent revolution in Spain and other topics of general interest rarely glanced at by Hindus. It is matter for regret that in a place like Huṇasúru few opportunities are open to the students of benefitting by English publications.

Hunasúru.

53. The school is still held in the Commissariat store room that was placed at the disposal of the department by Captain Magrath. The inconveniences connected with this arrangement are numerous, but no other building is at present available.

54. The numbers shew a decrease of two-fifths. Instead of 47 as at the last inspection, the register now bears the names of only 27 pupils, 26 of whom were present at the time of examination. Six of the nine pupils comprising the highest class, a fifth, are prepared to enter on the studies laid down for the next higher grade. In English grammar and arithmetic they had advanced beyond the limits appointed for a fifth class, but their Canarese studies had been less carefully prepared than their English. History also might have received more attention than appears to have been given to it: with these modifications it gives me pleasure to report favorably on the work of this class. The progress of the lower classes has also been satisfactory.

Yelandúru.

55. I learned from the schoolmaster that an English assistant was sanctioned for this school, and that directions were issued to ascertain whether a suitable person for the post could be met with in Yeḷandúru. The gradual rise in the standard of the school and the consequent increase in the number of classes render the appointment of an assistant requisite. The school room is very confined and ill ventilated.

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NAGAR DIVISION.

56. The instruction of the boys appears to be carried on very fairly, and the Head Master deserves credit for what he has done. But there are a few subjects that require recapitulation.

Harihara.

The failure in the reading lessons has been caused by the master's passing over them too quickly.

57. Subsequent report.

The examination has been very satisfactory, especially in the reading lesson, a decided improvement in this subject having been made since my last examination.

58. I have much pleasure in stating that there has been a very great improvement in the anglo vernacular school since my last examination, and the result of my present examination is very satisfactory.

Shikáripura.

SCHOOLS OF THE LOWER CLASS.

CANARESE SCHOOLS.

BANGALORE DISTRICT.

59. The proficiency of the Canarese school was on the whole good, and the numbers which at the last inspection were reported to be 13 have risen to 45. All the pupils belong to the lowest grade, but I was able to form a third class and to make corresponding promotions amongst the various divisions of the fourth class.

Dévanahalli.

60. At the last inspection the number of registered pupils was 39. The recommendation contained in the report on that inspection regarding the amalgamation of Malappa's school being subsequently adopted, the numbers were doubled and have since increased to 104, making this the largest Government vernacular school in the province.

Dodda Ballápura.

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After the examination of yesterday and the public distribution of prizes this morning, there were 5 fresh applications for admission, from which it would appear that a favorable impression was produced on these occasions.

61. The general proficiency of the boys throughout the school was good. A second class has been formed, and promotions made in the lower classes according to merit. Both the masters have worked hard, and the Head Master's exertions have gained him an increase to his salary. I trust the assistant master will receive similar substantial encouragement He has nearly 70 boys under his charge, and has performed his duty efficiently.

Hosakóté.

62. Of the 38 boys whose names are on the register, all but three were present. About 8 more little boys, "Onáma davaru" were in attendance, but they had not been added to the number on the books. The crowd of visitors at the examination was a gratifying indication of an increased interest in the school, and the attainments of the boys though not entitled to unqualified commendation afforded decided evidence of attentive study. I called attention to some glaring errors which appeared in the grammatical part of the examination, and thought it necessary to recommend more attention to the mode of studying geography. But in the main the progress has been good.

Mágadi.

63. The number of pupils whose names are on the register and the number present at the examination were 43 and 31 respectively, which is about one-fourth lower than at the last inspection. On reference to the report of that inspection, I find that mention is made of the hearty co-operation of the Amildar, who has since been removed to another talook. I was disappointed at the meagre attendance of visitors during the examination. The only Government official present was the Peishkar, but unfavorable weather may have contributed to prevent others attending.

64. Class III was represented by only 2 boys, of whom one did well, and the other fairly. The first division of class IV, also under the Head Master's tuition, acquitted themselves pretty well. I observed

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several boys without books, and thought it advisable to insist on each boy being duly provided. The lower divisions of class IV had made fair progress under the assistant teacher. I directed the Head Master to allow the two boys forming the third class to enter on the second class course of study. Of class IV five boys were qualified for promotion to the next grade.

Yelahanka.

65. The last inspection of this school was held five months ago, and on that occasion as well as the one now reported on 27 pupils were present. The registered numbers only differ by an increase of two names. From the size and character of the town a much larger attendance cannot be looked for. It gives me pleasure to be able to report well on the school. Its discipline and progress are very creditable to the Head Master. The unavoidable absence of 2 out of 4 boys forming the third (the highest) class, was apparently a great disappointment to the master, who assured me the absentees were more proficient than the two presented for examination. I had every reason, however, to be satisfied with the whole school. A second class was formed and promotions made from the fourth to the third class. The examination which was fairly attended by visitors, was followed by a distribution of prizes.

KOLAR DISTRICT.

Chikka Ballapura.

66. This Canarese school exhibits no progress. Both the absent Head Master and the acting Head Master complain that the first Canarese teacher is a very impracticable character.*

Chintamani.

67. *Canarese and Telugu.* There are 45 registered Canarese pupils and 25 Telugu. The numbers of the Canarese school shew an increase of 5 since the last examination. The tabular report will shew that in the Canarese branch nine-tenths of the pupils are of the fourth class standard, and of these only a small portion came up for examination in all the subjects of study laid down for that class. I

* This man has been removed, and the condition of the school has greatly improved since the above was written. D. P. I.

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am happy to be able to report that the boys of the highest class, a third, acquitted themselves well in most of the subjects under examination, and that the school exhibited more decided indications of improvement than I have ever yet observed.

68. I am convinced that the master has taken pains with his pupils, and is anxious to raise the standard of his school. But so decidedly conservative is he in his opinion regarding school management, that he cannot be induced to relinquish altogether the Hindu method or rather absence of method. Hence the results of his labor do not represent a fair return for the time and labor he spends. The peculiarities of his school may be accepted as a tolerably correct indication of the popular taste. In the matter of arithmetic, the English method I generally find appreciated and preferred. But history, in the form now presented, is deprecated as a useless infliction. The objections to geography and grammar, however, are disappearing.

69. The Telugu pupils were not so far advanced as those I had an opportunity of examining on a former occasion. A trained Telugu teacher is very much needed to take charge of this branch of the school, which would probably be more largely attended than the Canarese school. As the place boasts of wealth and learning, the selection should be carefully made.

Góribidanúru.

70. The number of pupils has risen since the last inspection from 24 to 40, all of whom were present at the examination. The manner in which the boys acquitted themselves was very gratifying to all present. After expressing my appreciation of the success of the teacher, the anché most opportunely arrived with the official memorandum informing the master of the increase to his salary, an acknowledgment his efforts have well earned. The Amildar was away on duty, but the Peishkar and a large number of visitors were present during the examination.

Kolár.

71. I regret to find the Canarese school at this station languishing where all else is vigorous. It must be allowed that the teacher has very unpromising material to work upon. But after

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making all due allowance, I consider the results are much below reasonable expectation. Some of the appointed text books are not in use, and those used have been imperfectly studied. The Canarese master seems thoroughly disheartened, and for his own sake as well as that of the school I would recommend a removal.*

Mulabágalu.

72. The school numbers 32 pupils, 5 less than at the last inspection, but its general condition and prospects are good. My inspection happened to fall on a "dwádasi" day, and several of the Brahman portion of the visitors after sitting two or three hours grew restless, and a few went out. Those whose politeness stood the test of hunger during the remainder of the time, must have felt some interest in the proceedings.

73. Only one boy had studied the whole of the portions of poetry and grammar indicated in the tabular report, the rest having been all more or less irregular in the attendance. History and geography had not received a fair share of attention, but in other respects the attainments of the class were good. The master is an energetic young man and a good teacher.

74. On inquiry I was informed that four-fifths of the boys were Telugu. I would therefore suggest that, should an assistant become necessary, a Telugu teacher be preferred.†

Narasápura (Málúru.)

75. Of 42 registered pupils, 36 were present, and acquitted themselves well as a whole. The highest class, a third, only numbered four boys, and one of these being absent the number presenting themselves for examination was reduced to three. I observed that these were not supplied with some of the chief text books. I am satisfied however that great pains have been taken by the teacher.

76. The attendance of visitors during the examination was not large, but the number and regularity of the pupils may be accepted as a proof of the estimation in which the school is held.

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* This recommendation has been carried out. D. P. I.

† A Telugu assistant has been appointed. D. P. I.

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77. The numbers, which at the last inspection were reported to be 40, have fallen to 26, being a reduction of about one-third. The whole of the third class completely failed in grammar and geography, and I intimated that a deficiency in these subjects next year would entail a forfeiture of all claims to prizes. Two Massulman boys of the fourth class, though neither of them attained the highest position, had made remarkably good progress, but the attainments of the pupils generally entitle them to very moderate praise.

Sríniváspura.

78. The introduction of * Telugu studies would extend the usefulness of this school, and render it of more importance, as a large number of the inhabitants of Sríniváspura speak that language.

TOOMKOOR DISTRICT.

79. I have much pleasure in recording my approval of the work which has been done in this school by the teachers. I would especially mention Krishna Sing, the acting Canarese Head Master, for the work he has done in his school.

Chikkanáyakanahalli.

80. This school has been but a short time established, and the number of pupils is very small owing to want of accommodation in the wretched building where the school is kept. Some of the principal inhabitants are desirous of uniting an indigenous school in the neighbourhood with the Government school, if the master be appointed as assistant: a step I would † recommend, as he appears to be an intelligent man and likely to make a good teacher when he learns our method.

Koratagere.

81. With the exception of arithmetic, which was not as well done as I could wish, every subject has been taught in a thorough manner, and I may add that I have never examined a school that has realized my expectation in this respect so fully as this one. I have to bring to notice the fact of several adults being under instruction during the leisure of the Head Master, a practice I would like to see extended

Maddagiri.

* Instruction is now given in Telugu as well as in Canarese. D. P. I.
† This recommendation has been attended to. D. P. I.

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to other districts. The second master appears likely to become a very good assistant.

82. During my examination I have found that the reading lessons do not receive sufficient attention from either the masters or pupils, and the consequence has been that I have been obliged to order them to recapitulate these lessons before I make a fresh class in the school. The Head Master's method appears to be very tame, and nothing more than a mere explanation of words was attempted in my presence. Both teachers are inexperienced in school work, but they are working hard to get their boys on. The results of a subsequent inspection were more favorable, "every subject of instruction from the highest to the lowest class being thoroughly well done."

Sírá.

83. Though established only a few months this school shews marks of having been well conducted by the Head Master. The boys in the fourth class answered very well in every subject, except in knowledge of the map, which requires more attention.

Tiptur (Honnavalli.)

84. The number of children is small considering the population of the town, but I have no doubt of the master's influence extending among the inhabitants if he had a proper *place to teach in.

85. This Canarese school did fairly. In geography the boys are remarkably well taught. They passed their examination very well and gave me much satisfaction.

Toomkoor.

86. The result of the examination has been unsatisfactory. The manner in which poetry has been taught is highly censurable, for although the children repeated each stanza very well, yet not one word was understood by them. The prose lesson falls far short of the mark. Arithmetic, slate and mental, was done very badly. Geography was better done and places on the map were fairly pointed out. More care appears to have been bestowed on this subject than on the others.

Turivékere.

87. The school is increasing in numbers which have risen from

* Arrangements will shortly be made for the erection of a suitable school house. D. P. I.

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6 to 24, and I trust that attention to duty and patience on the part of the teacher will raise this school to a better condition than it holds at present.

MYSORE DISTRICT.

Mysore.

88. This Canarese school at the time of my last visit comprised only 12 boys. Since the re-organization the numbers have steadily increased, and now stand at 53. But most of these, as might be expected from the short time they have been under tuition, belong to the lowest grade. Only three boys have gone through the third class course of study. Government vernacular schools are usually open during the afternoon as well as the morning, and the necessity for this is obvious. This rule does not appear to have been understood here, but will in future be observed, and will doubtless prove advantageous.

Nanjanagúdu.

89. The register bears the names of 50 boys, all of whom were present at the examination. The tabular report is not favorable, but it should be borne in mind that the school master has had his attention divided amongst 50 boys of three or four grades. The necessity for an assistant master is apparent. The presence of several visitors during the examination was a gratifying indication that an interest is felt in the progress of the school. There is every reason to expect that, if well managed, the institution will rapidly increase in importance.

Narasipura (Talakádu.)

90. This school opened with only 8 boys, and the number has never risen above 17, which represents the strength of the institution when closed for the Christmas holidays. Sixteen boys were present during the examination. The school is of the fourth or lowest class. Five boys, however, who have gone through the course laid down for that grade, will now be formed into a third class. These acquitted themselves creditably. They were rather below the standard in arithmetic, but excelled in geography, and did well in other subjects.

91. This school has made a good beginning under the certificated

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Yedatoré.

teacher who has had charge of it. The number of registered pupils, only 22, is lower than I should have expected from the size and character of the town. The school house is at one extremity of the principal street, and its position might deter very little boys from attending, but the cutcherry, a building which is generally conveniently situated, is still farther in the same direction. The school master represented that the majority of the townspeople held extensive garden and wet lands below the channels in that neighbourhood, which demanded constant attention and drew away the elder boys of many families. The younger boys, he alleged, found the distance an obstacle.

92. About 15 or 20 visitors were present during the examination, but I was disappointed that the first inspection of the school should not have sufficient interest to attract even one of the talook officials. The Amildar was away on duty, or would probably have been present.

HASSAN DISTRICT.

Bélúru.

93. Since the last inspection the number of registered pupils has fallen from 53 to 32, and retrogression is not confined to the numbers. According to the Head Master's classification, the highest class is of the second grade, but the attainments of its members do not entitle to the rank of even a third class. With the exception of teaching 4 boys, the whole work of the school appears to have fallen upon Gundappa, the assistant master, and I have pleasure in recording my favorable opinion of his exertions during the last half year. A re-classification of the school was necessary, and it will now consist of two classes, a third and a fourth.

94. A more recent report is as follows :—

The day on which I passed through Bélúru being a public holiday the school was closed, but in the afternoon 29 boys were collected together. The highest class, a third, numbers 8 boys, of whom 6 were present. I examined them in poetry, grammar, and arithmetic, and have much pleasure in reporting a decided improvement since the last inspection. The fourth class has four divisions numbering 32 boys, and of these 23 were

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present. The total strength of the school is 40, and would be greater but for the prevalence of fever and whooping-cough in the neighbourhood.

Háranahalli.

95. This school I regret to say is in an extremely low state, both as to numbers and proficiency. Nine boys representing the whole stength of the school were present. It is unfortunate that the Government system of education should have been introduced to this town by a man like the former schoolmaster who, during a short term of office, produced so bad an impression on the people. A subsequent report says:—The numbers have been steadily increasing and they now reach 18. I entirely attribute the unsatisfactory result of my examination to the irregularity of attendance, as I hold a very high opinion of the schoolmaster's qualification for his duties.

SHIMOGA DISTRICT.

Chennagiri.

96. The result of the examination of this school is fair, although the teacher has had charge of 30 children without an assistant. Their knowledge of the map was particularly good. An assistant* master is I consider much needed.

Holé Honnúru (Shimoga.)

97. The progress of the school and the result of my examination have been fair, considering the short period the school has been established. The assistant master, who has been on probation, appears to be an intelligent young man.

Ságara.

98. I found the condition of this school generally satisfactory. The lower classes have not received sufficient attention from the Head Master and consequently were found wanting in their knowledge of the reading lessons.

Shikáripura.

99. The boys of this school have done very well, except those of the fourth B class, who were not well grounded in their reading lessons.

100 This school is yet in an incipient condition. There are 41

* The sanction of Government has been applied for to appoint an assistant. D. P. I.

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Shimoga. boys on the register and only one teacher. I do not think the man at present in charge capable of carrying on the school efficiently by himself.

KADOOR DISTRICT.

101. I examined the second class in arithmetic as far as the rule of three, and in writing the various forms adopted in correspondence and in drawing up petitions, &c. Two of the three pupils were very quick intelligent boys. Class III could read fairly. They were able to work out sums in the simple rules that were written down for them, but could not apply their knowledge to miscellaneous examples involving the adaptation of the same rules. A passage from the third book was correctly and neatly written to dictation.

Bánávára.

102. The results as regards my examination and the number of children attending this school are very satisfactory. In grammar the boys gave up their answers very readily, but were very deficient in knowledge of the words they repeated. I have therefore ordered this subject to be recapitulated. The other subjects were well taught.

Bírúru. (Kadoor.)

103. This school is almost as low as it can be, only 11 boys attending, although the town has a population of 9000 inhabitants. The master has been suffering from fever ever since his appointment to this station. I would therefore recommend his removal to the eastern side of Mysore.*

Chikkamagalúru.

104. The result of the examination of this school has been on the whole very fair. The lesson in poetry, although well understood by two of the class, was not generally comprehended by the whole. Grammar appears to have been rather neglected. The other subjects were generally satisfactory, and the status of the school has been very fairly advanced since my last examination.

Kadoor.

* This recommendation has been attended to. D. P. I.

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105. Although the master of this school has done his duty to his pupils, yet he appears to make no progress in gaining the confidence of the people. The number of pupils at my last examination was seven, and now it is one less.

Tarikere.

106. The people of this town appear to be more than usually active and intelligent, and are therefore quick to discern the qualities of the master. If a *superior man were posted here he might gain their confidence and thus extend the usefulness of the school. At all events such a man is absolutely needed to compete with the masters of the indigenous schools located here.

CHITULDROOG DISTRICT.

107. The boys have been fairly taught, but being newly admitted, the results of my examination have not been such as I expected from a school of this description. If children will not come to the school in greater numbers it may be well to try what effect a change of masters will produce.

Chituldroog

Subsequent report.—The Canarese school did very well.

108. I have much pleasure in reporting that the result of my examination has been entirely satisfactory.

Dávanagere.

109. The result of the examination was very fair, although the Head Master has been suffering from fever for some months past, and was so ill at the time I was in Hosadurga that he could not attend the school. The assistant master does not appear capable of managing the school during the absence of the Head Master.

Hosadurga.

110. The examination of this school has been in every subject very satisfactory. As many people in this place speak the Telugu language, I think it would be a useful measure, and one which would tend to increase the number of boys in the school, to introduce Telugu lessons. The master has been ordered to procure books from Bangalore and make the trial.

Pávagada.

* A better man has been appointed to the charge of the school. D. P. I.

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HINDUSTANI SCHOOLS.

111. The condition of this school is very satisfactory, and great credit is due to the Head Master for its efficiency.

Kolár.

112. Subsequent report.—In the first class consisting of 10 boys, 4 particularly distinguished themselves. In arithmetic they worked rapidly sums involving an acquaintance with fractions. Dictation was written without a mistake, and the handwriting was good. The upper boys translated idiomatically from Persian into Hindustani and *vice versa*. The rest were not quite so well prepared. The second class passed a creditable examination. The third and fourth did indifferently well. The classes had all been re-arranged only two months before, otherwise the results of the examination would have been still more favorable. This is unquestionably the first of the Government Hindustani schools, and its progress, I consider, due to the exertion of the Head Master.

113. This branch is the least satisfactory part of the Raja's school.

Mysore.

114. The boys in this school did fairly, but the want of books is a great drawback. The parents are too poor to purchase them, consequently they have in a great measure to be supplied in manuscript.

Toomkoor.

115. A subsequent report says:—

The school did very fairly, but the first class boys failed in arithmetic. Hindustani maps are much needed. I think there are too many boys for one teacher to manage properly.

116. The boys of this school are very indifferently taught. I am not satisfied with their progress, nor with the manner in which they have been instructed. Most of their reading lessons were given out by rote, and not a few of the boys were floored when asked to read a sentence in the middle of the lesson. Arithmetic has not been taught at all.

Chituldroog.

HOBLI SCHOOLS.

117. Owing to the very recent establishment of these schools nothing more can be given here than a list of them.

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List of Hóbli Schools.

District.	Talook.	Hobli.	Village in which School is established.	School Punchayet.	Remarks.
Kolar District.	Ambajidurga ...	Keivará ...	Keivará ...		
		Chintamani ...	Ganjur ...	Shánbhóg Naranappa, Gowda Yerappa, Reddi, Rachappa Chetty.	
		Kuraburu ...	Anur ...	Désakulakarni Ramanna, Shánbhóg Sankara Naranappa, Ganigara Subbanna.	
		Murugamalé ...	Murugamalé ...		
		Irgampalli ...	Irgampalli ...		
		Ambájidurga ...	Chandrahalli ...		
	Betmangala ...	Dasarahosahalli	Uriga ...	Shánbhóg Kristnappa, Peddapalli Sínappa, Thimmégowda.	
		Tayalúru ...	Tayalúru ...	Shánbhóg Bhímaraya, Oontimatta Srínivás Chetty, Ganigara Venkatanaranappa.	
		Kyasamballi ...	Kyasamballi ...	Shánbhóg Gumasta Súrappa, Bashireddi.	
		Sulikunté ...	Sulikunté ...		
		Budikóté ...	Budikóté ...		
		Bétmangala ...	Bétmangala ...		
	Chikka Ballapura ...	Avati ...	Avati ...	Shánbhóg Venkatrayappa, Timmaraya gowda, Carpenter Venkatappa.	
		Nandi ...	Nandi ...	Shánbhóg Subbia, Chetty Appia, Pensioner Salarkhan.	
		Manchanabélé	Manchanabélé ...		
	Gudibanda ...	Gudibanda ...	Hampasandra ...	Shánbhóg Subanna, Marri Nanjundappa, Mata Venkataramania.	
		Somanhalli ...	Somanhalli ...		

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Kolar District—*Continued.*

KOLAR ...	... Uttúru ...	... Dévarayasandra	... Gowda Ananthia, Yejman Pattabhi Ramia, Shánbhóg Subbanna, Muneshvaria, Narnappa, Margha Subbia Bhatta.
	Sugatúru ...	... Sugatúru ...	... Shánbhóg, Balappa, Jamindar Kodandappa, Ryot Muniappa.
	Holúru ...	... Holúru ...	...
	Vakkaléri ...	... Vakkaléri ...	...
	Harati ...	... Harati ...	...
	Vemgallu ...	... Vemgallu ...	...
	Mudavádi ...	... Mudavádi ...	...
MALURU ...	... Hulibéla ...	... Koppa ...	... Gowda Seshagiri Rao, Shánbhóg Seenappa, Chetty Basanna.
	Hulidenhaḷḷi ...	... Hulidenhaḷḷi ...	... Rangégowda, Shánbhóg Nagappa, Kumbara Appanna.
	Lakkúru ...	... Lakkúru ...	... Adiké Govindappa, Attibelé Naranappa.
	Narsapura ...	... Sivarapaṭṇa ...	...
	Másti ...	... Másti ...	...
	Tyakallu ...	... Tyakallu ...	...
	Málúrú ...	... Málúru ...	...
	Kudyanúru ...	... Kudyanúru ...	...
MULABAGALU	... Duggasandra ...	... Agara ...	... Sogu Butcha Chetty, Ryot Víria, Nílakantaráya.
	Uttanúru ...	... Uttanúru ...	...
SRINIVASPURA	... Yéladur ...	... Yéladur ...	... Shánbhóg Bogappa, Yéladur Narain Raya, Nanjégowda.
	Nambihaḷḷi ...	... Nambihaḷḷi ...	... Shánbhóg Dodda Lingappa, Chitturu Sítharamia, Thall Annia Chetty, Rangia.
	Dalsanúru ...	... Dalsanúru ...	...
	Somayajulapalli	... Somayajulapalli	...
SIDLAGHATTA	... Chilkalnerpu ...	... Chilkalnerpu ...	... Shánbhóg Rayappa, Malapatti Peddanna, Adappa.

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District.	Talook.	Hobli.	Village in which school is established.	School Panchayet.	Remarks.
Bangalore District.	Anekallu ...	Attibélé ...	Attibélé ...	...	
	Closepete ...	Mákaḷi ...	Jalavangala ...	...	
	Devanahalli ...	Budigere ...	Budigere ...	...	
		Jangamkóṭé ...	Jangamkoṭé ...	...	
		Vadagénahaḷḷi	Vadagénahaḷḷi...	...	
		Kalluhaḷḷi ...	Kyalanúru ...	...	
		Channaráyapaṭṇa	Channaráyapaṭṇa	...	
	Dodda Ballapura ...	Rajagaṭṭa ...	Rajagaṭṭa ...	...	
		Hulikunté ...	Hulikunté ...	...	
	Hosakote ...	Gubbi ...	Gubbi ...	...	
		Hullúru ...	Hullúru ...	...	
		Kadgódi ...	Kadgódi ...	...	
		Sulibélé ...	Sulibélé ...	...	
		Vagaṭṭa ...	Vagaṭṭa ...	...	
	Kengeri ...	Kengéri ...	Kengéri ...	...	
		Tavarékere ...	Tavarékere ...	...	
	Nelamangala ...	Nelamangala ...	Nelamangala ...	...	
		Mailanhaḷḷi ...	Hesaragaṭṭa ...	...	
		Tyamagondal	Tyamagondal	...	
	Sarjapura ...	Bégúru ...	Bégúru ...	...	
	Yelahanka ...	Jála ...	Betta Halasúru	...	
		Krishnarajapura	Krishnarajapura	...	
	Devanahalli ...	Kundáṇa ...	Kundáṇa ...		

Toomkoor Dt.	Chikkanayakanahalli	Hagalwadi ...	... Hagalwadi ...	...
	Kunigallu	Yediyúru ...	... Nagasandra ...	...
	Sira	Nadúru ...	... Hosúru ...	...
		Kallambaḷḷé ...	... Chikkanáyakanahaḷḷi	...
		Baragúru ...	... Baragúru ...	...
	Maddagiri	Puravara ...	... Byalya ...	...
		Itakadibbanahaḷḷi	... Itakadibbanahaḷḷi	...
	Turivekere ...	Dandinasivira	... Dandinasivira...	...
		Ichanúru ...	... Ichanúru ...	...
	Toomkoor	Kosa ...	... Kestúru ...	...
		Honnudiké ...	... Hobasigere ...	...
		Guḷur ...	... Guḷur ...	...
		Maradagere ...	... Maradagere ...	...
Mysore Dt.	Chamarajanagara ...	Kagalwadi ...	... Nagavaḷḷi ...	...
		Chámarájanagara	... Chámarájanagara	...
		Santemarahaḷḷi	... Snatemarahaḷḷi	...
	Gundlupete... ...	Haradanhaḷḷi ...	... Haradanhaḷḷi ...	...
		Tirakanambi ...	... Tirakanambi ...	...
	Heggadadevanakote ...	Antasanté ...	... Moḷali ...	...
	Mandya	Muttégere ...	... Muttégere ...	... Gurusiddia, Marégowda, Kádagowda.
		Dudda ...	... Mudgandur ...	... Venkataramania, Dasashetty, Honnanahalli Chennégowda.
		Basaráḷu ...	... Basaráḷu ...	... Chikka Chetty, Badra Chetty, Daségowda.

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District.	Talook.	Hobli.	Village in which School is established.	School Panchayet.	Remarks.
Mysore District.—*Continued.*	Mandya ...	Maṇdya ...	Satnur ...		
	Nanjanagudu ...	Kallaḷḷi ...	Kallaḷḷi ...		
		Badanakuppé	Badanakuppé...		
	Mysore Ashtagram ...	Palhaḷḷi ...	Palhaḷḷi ...		
		Baḷagoḷa ...	Baḷagoḷa ...		
	Patna Ashtagram ...	Seringapatam	Seringapatam...		
		Kyatanhaḷḷi ...	Kyatanhaḷḷi ...		
		Bannur ...	Bannur ...		
	Periyapatna ...	Periyápaṭṇa ...	Periyapaṭṇa ...		
	Talakadu ...	Talakádu ...	Talakádu ...		
		Múgúru ...	Múgúru ...		
	Yedatore ...	Béderhaḷḷi ...	Béderhaḷḷi ...		
		Mirali ...	Mirali ...		
		Haradanhaḷḷi ...	Haradanhaḷḷi ...		
		Sáligráma ...	Sáligráma ...		
	Mysore ...	Anandúru ...	Anandúru ..		
		Lingambudhi	Lingambudhi...		
	Yelanduru ...	Maddúru ...	Maddúru ...		
	Mallavalli...	Mallavaḷḷi ...	Mallavaḷḷi ...		
	Patna Ashtagram ...	Haravu ...	Haravu ...		
		Arakeré ...	Arakeré ...		
	Mysore Ashtagram ...	Chandagallu ...	Chandagallu ...		

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Hassan District.	ARAKALAGUDU ...	Hanasógé ...	Hanasógé ...	...	
		Kristnarajakaṭṭé ...	Rudrapaṭṇa ...	...	
	ATTIKUPPA ...	Santébachaḷḷi ...	Santébachaḷḷi ...	...	
	BELURU ...	Adagúru ...	Adagúru ...	...	
		Naravé ...	Gonibídu ...	...	
		Melpáḷu ...	Shanivarsanté ...	...	
		Andalé ...	Andalé ...	...	
	HASSAN ...	Hassan ...	Buvanhaḷḷi ...	...	
		Madihaḷḷi ...	Madihaḷḷi ...	...	
		Saligame ...	Saligame ...	...	
		Gráma ...	Gráma ...	...	
	MAHARAJANADURGA ...	Ponnatapura ...	Ponnatapura ...	...	
	MANJARABAD ...	Uggihaḷḷi ...	Uggihaḷḷi ...	...	
	NAGAMANGALA ...	Bhímanhaḷḷi ...	Dévalapura ...	...	
	NARASIPURA ...	Mavinakere ...	Halékóṭé ...	...	
		Mádapur ...	Mádapur ...	...	
Shimoga Dt.	CHENNAGIRI ...	Nallúru ...	Nallúru ...	...	
	HONNALI ...	Kumsi —	Kumsi ...	...	
	SHIKARIPURA ...	Shikáripura ...	Bégúru ...	...	
	SHIMOGA ...	Anavéri ...	Anavéri ...	...	
		Hoḷé Honnúru ...	Saniyasikudimige	...	

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District.	Talook.	Hobli.	Village in which School is established.	School Panchayet.	Remarks.
Kadoor District.	Chikkamagaluru	Mattavara	Mattavara	Shánbhóg Ashwathia, Potail Channégowda.	
		Hirimagaḷúru	Hirimagaḷuru	Potail Chelvia, Shánbhóg Venkatappa.	
		Sakrépaṭṇa	Sakrépaṭṇa		
		Kaḷasápura	Kaḷasápura	Potail Naranappa, Shánbhóg Sankarappa.	
		Maḷaluru	Maḷaluru	Potail Doddégowda, Shánbhóg Subba Rao.	
		Lakki	Lakki	Potail Mallégowda, Shánbhóg Timmannia.	
		Naranapura	Naranapura	Potail Basavegowda, Shánbhóg Venkataramania.	
	Kadoor	Paṭṇagere	Paṭṇagere		
			Avati Dakalé Narigudde		
	Wastara	Kadagalnád	Grama		
		Adavaḷḷi	Baḷéhonnur		
Chituldroog Dt.	Chituldroog	Chituldroog	Gudatha Rangapanhaḷḷi		
		Chitrahall	Godabanaháḷu		
		Siddavanahaḷḷi	Siddavanhaḷḷi		
	Davanagere	Bharmaságara	Mayikonda		
	Dodderi	Jajúru	Jajúru		
	Hosadurga	Bagúru	Bagúru		
	Pavagada	Hosakóṭé	Hosakoṭé		
		Mugadalbeṭṭa	Arsikere		

FEMALE SCHOOLS.

Bangalore.

118. This school which is now a little more than 8 months old has made an encouraging commencement. There are 48 names on the rolls, and the progress has been very creditable. I found 38 little girls present, of ages varying from 5 to 10. The elegance and profusion of valuable jewellery that adorned the majority of the little pupils indicated the affluence of their parents. Brahmanís far outnumber the other castes. The Kómaties have two representatives, the Lingayets two, and their are two other little girls also belonging to the merchant class.

119. In conducting the examination, all proceedings calculated to create timidity were carefully avoided, and any tendency to shyness betrayed at the commencement, soon gave way to curiosity and an ambition to deserve distinction. It was gratifying to find that some of the girls had received instruction at home previous to their admission into the school. The intelligence displayed by many very little creatures indicated not merely natural ability but mental culture, a pleasing contradiction to the supposed neglect of female education in Hindu homes.

120. The course pursued by the 4 girls of the highest class approximated to that laid down for the third class of a talook school. Several *padas* were repeated from memory, and portions of prose and verse were read and explained very readily. In arithmetic, both mental and written, they cannot compete with boys of the same grade, but their knowledge of the map of India was very fair.

Chintamani.

121. Of the 40 girls present at the examination, 5 knew all the letters and figures used in Canarese and Telugu, and could spell easy words. Of the others many were only able to write a few of the Canarese letters.

122. The teacher is assisted by a Brahmaní whose nominal duty consists in attending the young girls to and from their houses, but I understand she is principally employed in assisting as a teacher. She is able to read fluently, and is skilful in tambourwork and embroidery.

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123. According to the register there are 30 pupils, but only 15 presented themselves at the examination. Of these six were acquainted with most of the letters of the Canarese alphabet, and two could write down the figures from 1 to 9. The school has been too short a time in existence to warrant the expression of any opinion as to its probable success. Under judicious management the present small beginning may grow in importance.

Shrínivâspura.

NORMAL SCHOOLS.

NORMAL SCHOOL, BANGALORE.

For the training of District and Talook Masters.

124. From the results of the examination it is apparent that, though the general progress has been good, yet much work remains untouched that must be performed before the students can, with credit to the normal school, or advantage to the department, be placed in charge of vernacular schools. The language lessons have evidently been well studied, the paraphrasing in three of the papers were good. The text book on grammar needs attention as only two candidates were correct in the exercise in parsing. The spelling was more in accordance with common usage than with grammar. The answers to the history paper were well expressed and full. In arithmetic the failure was general. All the papers betrayed absence of order in stating sums, and great slovenliness in working them out. The general deficiency in this subject demands special attention.

125. A more recent report is as follows :—Twelve out of thirteen competitors succeeded in gaining one-third of the total number of marks, and will receive teachers' certificates. The amount of work performed falls short of the course laid down, but is as much as could reasonably be expected within the time allowed.

126. On a previous occasion I remarked upon the general deficiency of the class in arithmetic. Considerable progress has since been made, but the answer papers still betray serious defects. Several astonishing

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inaccuracies in notation are inexcusable. The English figures are not well formed, and the operations, through generally correct, lack clearness and conciseness. The language papers, though many of them are not free from examples of bad spelling, generally deserve commendation. The handwriting of almost all the papers is, I am obliged to state, very bad.

NORMAL SCHOOLS

FOR THE TRAINING OF HOBLI PANTOJIS.

NANDIDROOG DIVISION.

Kolár.

127. Forty eight candidates were assembled in the Government school building, and of these all but one were masters of Canarese or Telugu private schools within the Kolár District. A few elderly men were present, but the majority were young or middle aged. By removing the names of those admitted only a few days previous to the examination, we have 37 as the number of actual competitors, of whom 19 are qualified for appointments. The attainments of the majority will enable them to teach their pupils to read and write in Canarese and Telugu, and the elements of arithmetic as far as simple proportion. About half a dozen appear to possess a rudimentary acquaintance with Sanskrit, and four of this number lay claim to a more profound knowledge of the language.

128. It is too much to expect that a few months training will revolutionize the opinions of so conservative a body as Hindu village schoolmasters. A large proportion of the answers during the *viva voce* examination plainly indicated that European ideas of school management were not regarded as practicable in hóbli schools; and European notions on geography created unfeigned contempt. One examinee condescended to give the definition of an ocean as stated in his text book, but firmly repudiated the existence of any but the seven oceans sanctioned by the shásters.

129. The task of training a class of 40 or 50 school masters requires a combination of experience, tact, and personal influence that is

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possessed by few of the men comprising the teaching staff of the Canarese department. In the case of the training school under report, the poetry lessons had been read over apparently without eliciting an appreciation of the figures used, and without touching on such preliminary processes as the laws of rhyme, the composition of feet, &c.,—an omission which appears stranger from the fact that a tolerably full explanation of these subjects is given in the introductory part of the text book. All those students, however, who had previously paid any attention to Sanskrit, were to some extent familiar with these points. The tuition in arithmetic had evidently included little or nothing of theory. Problems were worked out according to old and clumsy Hindu methods. But I observed that the papers were generally written very neatly. The number and character of the students undoubtedly made the training masters' task no easy one, and the novelty of the work should also be borne in mind.

After the foregoing remarks, it will not be necessary for me to point out how much will rest upon the vigilance of the native inspectors in the endeavour to keep the newly established schools from relapsing into their old condition, and gradually to raise the existing standard. In two months more I anticipate the probability of passing a larger number than have now qualified themselves for certificates.

Toomkoor.

130. Of the 24 candidates for examination, one passed creditably, and five others tolerably well, making a total of six school masters available for service. The large number of failures is simply the result of admitting hopelessly incompetent men, many of whom, I am disposed to believe, have very slender claims to be entitled school masters. There is clearly a necessity for modifying the existing system of admitting candidates. An entrance examination, and permission to receive suitable young men who may not have schools of their own, should enter into the revised scheme for the future supply of qualified hóbli school masters.

131. The lessons on teaching and school management have been either neglected or imparted in a very imperfect manner. The geographical knowledge displayed by the class was also poor. In both subjects better results might have been reasonably expected.

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ASHTAGRAM DIVISION.

Mysore.

132. The examination was conducted by means of written papers on language and arithmetic, other subjects *viva voce*, and 13 competitors passed the test. Eight of the candidates sent up language papers that indicated various degrees of acquaintance with Sanskrit. Of the three most advanced in arithmetic, one understands double proportion, cubic measure, and vulgar fractions, the other two have gone as far as simple proportion, but the majority have not got beyond compound division, and a very simple problem involving the use of two or more operations is too much for them. The progress made in geography has exceeded my expectations; and considerable intelligence was displayed in the answers to questions on school management.

133. Although the general proficiency of the school falls short of the expectations I had formed of it, I am satisfied that the training master has been careful and diligent in the performance of his duty. It is clear that a large proportion of the men under training are not fair specimens of the teachers to be met with in the indigenous schools of the Mysore District, and some means should be devised for securing a better selection in future.

Hassan.

134 Out of the 22 masters who offered themselves for examination 14 are qualified for employment. In general attainments I consider the Hassan passed candidates are superior to those of Kolár and Mysore. The curriculum of the Kolár School embraced more subjects of study than the other two schools under review, and in both Kolár and Mysore there was a sprinkling of masters more or less acquainted with Sanskrit, that I have not observed here. But a glance at the tabular report will shew that in the Hassan school there are fewer cases of candidates who have passed in one subject, utterly failing in some other equally important. Three of the successful examinees came short in arithmetic, and have been passed in consideration of excellence in some other particular, but their numbers for arithmetic are higher than those gained by a large majority at Mysore.

135. The masters whose names are entered in the report as passed have a fair knowledge of modern Canarese, arithmetic as far as

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double proportion, and the outlines of general geography. The last named subject would have been studied more intelligently, if a terrestrial globe had been available for use. Two-thirds of the class were unable to give a satisfactory proof of the earth's rotundity, yet their acquaintance with the principal physical and political points of the eastern hemisphere was very creditable.

136. The system of school management recommended to these village masters is so entirely novel, and so utterly at variance with their established opinion, that its adoption will depend for some time to come on the tact and vigilance of the inspecting officers.

137. In conclusion I beg to record my favorable opinion of the manner in which the training master has performed his duty. The office requires experience, teaching ability, and good judgment.

NAGAR DIVISION.

Shimoga.

138. I may remark at the commencement that the establishment and conduct of this school appear to have been left almost entirely to the discretion of the training master, as through ill health the Head Master of the anglo vernacular school has been unable to give that supervision which has been accorded to similar training schools in other districts. The training master is a good Canarese scholar and a clever teacher, with abundance of energy, but a deficiency of the ***suaviter in modo*** which, I fear, has contributed in some degree to the exclusion of the better class of school masters.

139. Of a total of 33 men, 23 came forward for examination. The non-attendance of the absentees was not very satisfactorily accounted for. My impression is that in some cases the withdrawals were the result of private pique, the cause of which should have been avoided. The 23 candidates under training have proved the most unfortunate selection it has yet been my duty to examine, as I have failed to discover in a single one either the attainments or aptitude necessary for a teacher even of the most elementary village school.

140. When the questions on language were placed before them, the whole class laid down their pens and proposed to retire at once. After

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being urged to select some of the easier questions to which their attention was directed, a few attempts were made, but the examination on this subject was a failure. The written examination on arithmetic terminated in an equally unsatisfactory manner.

141. I proceeded to examine *viva voce* on these subjects with little better results. In the geography of India their knowledge was slightly better; most of the principal political divisions, mountains, rivers, and many important towns were pointed out on the map: of general geography, they know very little indeed. The shape of the earth proved as usual a confusing topic, but all agreed that the sun moved round it, and the training master himself seemed surprised at my differing from that opinion.

142. The master examined in school management. Answers to all his questions had been learned by rote and were repeated with great fluency; but from the replies to questions introduced by me at intervals, it was clear that the subject was very imperfectly comprehended. About a dozen of the candidates in rotation were directed to give a lesson to a class of little boys, but the proceeding appeared only to embarrass the performers. The training master urged that the men knew nothing on their admission, but attributes their failure in a great measure to the terror inspired by my presence, which he assured me in his own case, " drove all the blood from his face," and that the masters broke out in so violent a perspiration that " torrents were running down their backs during the whole examination." To accept the extremely unsatisfactory standard of the school under report, would prove very damaging to educational progress in many ways. Yet I beg to suggest the expediency of allowing five men to be appointed as masters. I am induced to make this suggestion from a conviction that a wholesale rejection of the examinees, would destroy the confidence of other and more suitable candidates yet to be enrolled, and would prove a greater evil than the introduction of a few incompetent men, who may be induced to take steps for their own improvement. I may remark, however, that notwithstanding the training master's undoubted ability as a teacher, his removal appears to me absolutely necessary to future success in the Shimoga District.

143. The standard of general attainments in this school is lower

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Chikkamagalúru.

than in those of the Ashtagram Division. The amount of work done is less, and it has been done imperfectly. I attribute this principally to the character of the students themselves, who as a class appear slower of apprehension and less desirous of improvement than any examinees I havé yet come in contact with.

144. In language, several acquitted themselves fairly, and one man did very well. In arithmetic none clearly understand proportion, but most who have passed are acquainted with the operations of multiplication and division, and can apply them to the calculation of Indian money. In geography the map of India has been studied. The shape of the earth was allowed by a few to resemble that of an orange as given in the text book, but it was still regarded as an open question by the majority; and the earth's distance from the sun was stated to be about a lac of yójanás. One young man ventured an opinion which was far from correct as to the cause of lunar eclipses. The class had evidently been warned by the training master against the theory regarding the serpent *rahu*, and it was reluctantly relinquished as offensive to English educationalists. The progress in school management was perhaps the least satisfactory. Not one new idea appeared to have been intelligently accepted.

145. I consider ten candidates to have passed out of 14. Two on the list were formerly in the anglo vernacular school, but do not appear to have gained much advantage. One of them struck me as particularly dull of apprehension, and indisposed to any mental exertion. The Sub-Deputy Inspector appointed to this district will find it necessary to perform in a great measure the duty of a training master. The candidate who gained the highest mark in Canarese, has evidently used such opportunities as he had for improvement in language and literature. I am told his mother has considerable poetic talent. The next to him boasts of belonging to a family who for several generations have had a local reputation as poets. These two appeared to me to exhibit some ability and disposition to learn.

Chituldroog.

146. The register bears the names of only 9 students, and one of them was prevented by illness from appearing with the rest, leaving 8 candidates for exami-

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nation. It affords me pleasure to remark that these passed very creditably. I was particularly gratified with the readiness exhibited during the *viva voce* examination, and the evident aptitude for teaching possessed by two of the examinees. With the help of the school register, an ink-stand, and a piece of chalk, the diurnal and annual revolutions of the earth, the cause of lunar and solar eclipses, and similar subjects were explained and illustrated before a class of little boys in a very spirited manner. The replies to questions on physical geography indicated the intelligence and diligence of both teacher and students. Three of the candidates got rather low numbers in the written examination on Canarese. The training master explained this failure by the statement that they were Telugu not Canarese men. At my desire he examined all the candidates in that language and satisfied me that their knowledge of it was in most cases fair, and in one case good.

147. That the number of indigenous school masters in this district who have responded to the notice regarding the hóbḷi scheme should have been so small, is to be regretted. The following reasons were suggested to me as tending to the paucity of candidates: 1st, an imperfect acquaintance with the intention of Government. 2nd, the independent position of many of the village school masters. 3rd, the alleged inadequacy of the remuneration offered. 4th, a hesitation regarding personal ability to pass the required test. My own impression is that the demand for education among the laboring classes of this and of Shimoga District, is lower than in most other parts of the province.

ENGINEERING SCHOOL, BANGALORE.

Head Master's Report.

Assistant Overseers.

148. Out of the 31 students attending the school, 9 were selected as candidates to be examined for assistant overseers' certificates, and 6 out of the 9 have been successful. Since the last annual examination I have raised the test by adding algebra and hydraulics to the number of subjects that were read in the school. It would be advisable to raise the standard still more by introducing plane trigono-

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metry and theodolite surveying. But in order to effect this improvement it would be necessary to appoint another assistant as mathematical master.

Annual Examination.

149. The candidates were examined in the following subjects, viz., arithmetic, algebra, geometry, mensuration, hydraulics, levelling, irrigation works, drawing, surveying roads and bridges, estimating materials and construction. Papers on the first eight of these subjects were obligingly set by the gentlemen whose names are given below. Most of the reports are satisfactory. Colonel Wilkieson, however, remarks that he is not satisfied with the results in irrigation works. Considering that the successful candidates are only qualified for assistant overseers' certificates, and that they have but slender means of gaining a practical knowledge of the subject, 51 per cent of the maximum number of marks may be taken as a passable result.

Workshops.

150. For the future in order to secure more satisfactory results in the Engineering subjects, I would recommend that workshops be erected, provided with tools and materials, so that the students might be instructed in carpentry and the use of simple machinery. To compensate for the outlay such an improvement would occasion, a maistry with a few competent workmen might be employed for the purpose of making up all the furniture and fittings required by the Educational Department.

Reports of Examiners.

Hydraulics.

151. Captain W. H. Edgcome, R. E., Principal of the Civil Engineering College, Madras, says :—The results on the whole are very creditable, the average marks of the class being 47·4 per cent. T. Muneswami has particularly distinguished himself by gaining 133 marks out of 150. Ramasawmy Pillé and Durgia Pillé having each obtained 95 marks, and Duckworth and Phillips 89 and 83 respectively, also deserve special mention. King sent up a fair paper, but with the last three on the list I am disappointed. The subject, however, is rather a difficult one, and as I have before said I consider the results are on the whole decidedly satisfactory, and that they indicate a careful teaching of the subject.

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152. Mr. R. C. Dobbs, C. E., Executive Engineer, Hassan, reports:—

Levelling.

T. Munisawmy's paper is particularly good; he appears to have acquired a thorough practical knowledge of the subject. King's and Ponnasawmy's answers are also very creditable, and so equal that I had some difficulty in deciding which was best. Phillip's paper is good, and it is probable he would have gained more marks had he been a little more careful. The other papers do not call for any special remarks.

153. Colonel C. V. Wilkieson, R. E., offg. Chief Engineer, says:—

Irrigation Works.

I am not satisfied with this subject, nearly all the candidates appear to know the formulæ and the way to work them, but are woefully deficient in any subject that is not actually in the text book, and even in the application of the rules to the subject. Not a single one of the students appears, for instance, to know how to draw so simple a work as a head sluice. The answers to "what is an anicut?" were most meagre and vague. The number of marks I have given are much above the average, but nothing can be deduced from that, as I was not the examiner last year.

154. Captain W. H. Campbell, Executive Engineer, Bangalore, says:—

Drawing from specification.

I have found it very difficult to apportion the marks. There is a good deal of careless plotting and inattention to the specification in all but Vigor's plan, and his too is incomplete, though the best. Several of the students have paid no attention to the dimensions laid down for the arch making, the span 10¼ and 10½ feet and the rise 3½, throwing out necessarily the remainder of the superstructure as regards its height. Although too I have given the lengths of the foundation and superstructure of the abutment and wings, hardly any have plotted them correctly, and most have omitted to enter the lengths, so that I cannot decide if the errors are the result of careless plotting or inattention to the specification.

155. Mr. J. Lacey, B. L., reports as follows:—The students have

Arithmetic.

done on the whole very well indeed in this subject, gaining on an average 58 per cent of the maximum number of marks. T. Muni-

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sawmy had the most allotted to him, viz., 135 marks out of a maximum of 150, and next to him Duckworth was allotted 117. The lowest number of marks allowed was 53 being over one-third of the maximum, shewing that pains have not been spared in grounding the students, of whom there are nine in arithmetic.

Algebra.

156. In this subject the students have done better than in arithmetic. Two of them Munisawmy and Duckworth had full marks (100) allotted to each. The average was 63⅓ per cent all round. The paper set them was perhaps somewhat easy, but for all that they appear to be well up in this subject.

Euclid.

157. The students did not do so well in this subject. The results were however satisfactory, the lowest number of marks allotted being 32 out of 100. Ponnasawmy Pillé had the most, viz., 85, and P. Joseph stood next, having received 71.

Mensuration.

158. Colonel Wilkieson, R. E., says:—Several of the papers are creditable, more particularly that of Munisawmy who has very nearly got the full numbers.

JAIL SCHOOLS.

Central Jail, Bangalore.

159. The number of adults under instruction is 700. They are all being taught to read Canarese, but none have as yet advanced beyond the alphabet. In every ward there are several classes containing each about 20 men. They sit close behind one another single file in two lines, facing a card placed at the head of the column. On this card are written in a large character the letters of the alphabet, which as one man reads, all the rest repeat after him in chorus. From their not being allowed to speak at other times, this exercise seems to be an agreeable relief to the prisoners. The most advanced of the men have mastered the alphabet, and will shortly begin to learn words. It is proposed also to teach them to write and cipher. Those who have long terms of imprisonment before them may be expected to make considerable progress before they leave, notwithstanding the advanced age at which they have begun.

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160. In the reformatory there are 15 boys divided into 4 classes. The head boy could read and explain stories in the third book, and write correctly to dictation. He knew arithmetic as far as multiplication by 12, and pointed out the principal places on the map of India. A more advanced pupil had lately obtained his discharge. There is great disparity in the abilities of the pupils according to the race or caste to which they belong. One boy is a Lambádi. He has some difficulty in pronouncing Canarese; but in the three years now before him he may learn to read fluently. Another boy is a Mahomedan, and has formerly learned a little English. Another, the son of a horse-keeper, also knows a few words. Besides their Canarese studies the boys have the care of a flower garden, and take much interest in this employment. The school master seems well qualified for his place, and must have taken considerable pains to produce the results already apparent. In the adult classes I would recommend the introduction of printed cards of the alphabet in place of those now used, which are somewhat roughly executed. Printed cards of the same kind containing words and sentences might be provided for those who have got over the alphabet. This would be a better plan than giving the men books, as a large number could be taught at once, and the use of the simultaneous method, which seems natural to the natives of this country, might be continued in these higher classes. For teaching calculation I would suggest that ball frames should be employed. These consist of colored balls, like small marbles, strung on wires in a frame. By shifting the balls in various directions, addition and subtraction, with other exercises according to the ingenuity of the master, may be taught in an attractive way and to a large number at one time.

Juvenile Reformatory.

161. In the reformatory some object lessons might be given to the boys, and they might commit to memory and chant verses on moral duties, &c.

162. Extract from a subsequent report:—I am informed that very rarely has a prisoner admitted for the first time been found able to read. Of the various castes the weavers are said to make the best progress, and the Lambádies to shew the least capacity. No provision is made for the tuition of female prisoners.

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APPENDIX II.

GRANT-IN-AID SCHOOLS.

1. SCHOOLS OF THE HIGHER CLASS.

English.	
Bishop Cotton's School	Bangalore.
St. Andrew's School	„
Anglo Vernacular.	
London Mission Institution	„
Native Educational Institution... ...	„
Wesleyan Mission Institution	„

2. SCHOOLS OF THE MIDDLE CLASS.

English.	
Cantonment Orphanage	Bangalore.
Ordnance School	„
St. John's District School	„
Anglo Vernacular.	
London Mission Cantonment School ...	„
Do. „ Alaúsr „	„
St. Joseph's Catholic Seminary. ...	„
St. Mary's „ „	„
St. Patrick's „ „	„

3. SCHOOLS OF THE LOWER CLASS.

English.	
St. Marks Ragged School	Bangalore.

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Anglo Vernacular.

Blackpalli Catholic School	Bangalore.
Mysore „ „	Mysore.
Madrasa Mahammadia	Bangalore.

Canarese.

Chetanhaḷḷi Branch School	Singapura.
Kalasa School	Kalasa.
Shethaḷḷi Catholic School	Shethaḷḷi.

Tamil and Telugu.

Blackpalli Tamil School	Bangalore.
Gun Troop Tamil School	„
Sadar Véda Siddanta Sabha Seminaries ...	„

Sanskrit.

Chintamaṇi Sanskrit and Telugu School ...	Chintamaṇi.
Mélkóṭa Sanskrit and Canarese. ...	Mélkóta.

Hindustani.

Commissariat School	Bangalore.
Clósepéṭé Hindustani School	Clósepéṭé.
Chennagiri „ „	Chennagiri.
Dodda Baḷḷápura „	Dodda Baḷḷápura.
Hasan ul Madrasa	Hassan.
Honnáḷi Hindustani School	Honnáḷi.
Kuṇigallu „ „	Kuṇigallu.
Madrasa Ahmedia	Sríniváspura.
„ Bowring	Mysore.
„ Ibrahim	Echinpaḷḷi
„ Islamia	Bangalore.
„ Islamia	Chintamaṇi.
„ Kudusi	Bangalore.
„ Mufid ul Anam	„
„ Mahammadia	Chennapaṭṇa.
„ „	French Rocks.
„ Sultani	Bangalore.
„ „	Huṇasúru.
Rannur Hindustani School	Rannur.
Shimoga „ „	Shimoga.
Tyamagondal „	Tyamagondal.

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4. FEMALE SCHOOLS.

English.	
Bishop Cotton's School	Bangalore.
St. John's Girls' School	„
„ Infants' „	„
Wesleyan Mission School	„
Anglo Vernacular.	
Convent of the Good Shepherd ...	Bangalore.
London Mission Boarding School ...	„
Wesleyan Mission Orphan School ...	„
Canarese.	
London Mission Arḷépéṭé School ...	Bangalore.
„ „ Baḷépéṭé	„
„ „ Cubbonpéṭé	„
„ „ Hosapéṭé	„
„ „ Kurubarapéṭé School ...	„
„ „ Yelegondanahaḷḷi School ...	„
„ „ Branch School ...	Anekallu.
„ „ „ „ ...	„
Shethaḷḷi Catholic School	Shethaḷḷi.
Shimoga Hindu School	Shimoga.
Wesleyan Mission Day School... ...	Bangalore.
„ „ Fort School	Mysore.
„ „ Mandi Street School ...	„
„ „ Srírampéṭé School ...	„
„ „ Boarding School ...	Toomkoor.
„ „ Day School	„
Tamil.	
Alasúr Caste Girls' School	Bangalore.
Blackpalli Catholic School	„
Hindu Female School	„
Mysore Catholic School	Mysore.
Hindustani.	
Mahomedan Female School	Bangalore.

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SCHOOLS OF THE HIGHER CLASS.

ENGLISH SCHOOLS.

St. Andrew's School, Bangalore.

1. The following statement is compiled from the private annual examination reports of the school, no official inspection having been made during the year:—

English.—Mr. J. Lacey, B. L., considers the results on the whole satisfactory. The single student in the F. A. class gained 75 out of a maximum of 100 marks assigned to questions on Wordsworth's Excursion. Of the three boys in the Matriculation class, two did well obtaining 65 and 55 marks respectively out of 100. The junior classes were examined *viva voce* and did well on the whole.

2. *Latin.*—The Rev. J. Hudson, B. A., who examined the F. A. class in Horace, the Matriculation class in Virgil, and two lower classes orally in Henry's First Book and the Delectus, says:—"I have much pleasure in expressing my satisfaction with the results of the examination generally. The only exception is in the case of the class mentioned (the Matriculation class). Pains has evidently been taken in the instruction."

3. *Arithmetic and Algebra.*—The Rev. J. H. Walton writes:—"Regarding the marks as a criterion I consider the results very satisfactory indeed, reflecting great credit both on the masters and the diligence of the scholars. The average in algebra is considerably lower than in the other subject. This is to be accounted for perhaps by the nature of the questions I gave them, many of which required the intelligent use of algebraical formulæ. I would suggest that the attention of the boys should be particularly invited to this part of the subject."

4. *Euclid.*—Captain W. H. Campbell says:—That in the senior class the answers on the first 3 books were very creditable, but those on the 4th book not so good. The junior classes shewed that they were being well grounded in the 1st book.

5. *History and Geography.*—The Rev. G. Hall, B. A., examined:—The Matriculation class shewed a very good knowledge of the History of India to Warren Hastings, and of England to Richard II. The first and second classes gave ready and correct answers on other periods.

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Very accurate answers were returned by the Matriculation class on the geography of Asia and America, and the maps drawn by one boy were commended for their neatness and correctness. The first class passed an "excellent" and the second a "very satisfactory" examination. As a whole the results in geography are pronounced highly creditable both to teachers and pupils.

ANGLO VERNACULAR SCHOOLS.

London Mission Institution, Bangalore.

6. The inspection now reported on is the first that has been made since the sanction of a Government grant. There are in the principal institution 152 pupils. Of these, 4 are preparing for the First Arts examination, 22 are intending candidates for Matriculation, and the remainder form a gradation of six classes. The scale of fees is as follows: one rupee for the F. A. and Matriculation classes, 8 annas for classes I and II, 6 annas for the two next grades, and 4 annas for the two last. The Rev. B. Rice and the Rev. J. H. Walton are assisted in teaching by 8 native masters and a Canarese munshi.

7. By means of written papers I examined the Matriculation class in English, Canarese, and mathematics. Eleven of the examinees succeeded in gaining one-third of the total number of marks assigned to the three subjects. Taking each subject separately and allowing one-third of the marks as the minimum for a pass, ten candidates obtained a satisfactory quota in English, seven in Canarese and seventeen in mathematics. Out of 22 competitors the number who sent up answers to the different papers was as follows: to the English paper 17, Canarese 15, and mathematics 17. Several of the English answer papers that indicated careful study were not well written. The examples in arithmetic and algebra were generally very clearly expressed. In mathematics this class decidedly excelled, but signally failed in their vernacular paper.

8. Those subjects in which class I were examined were well understood. Some of the succeeding classes, however, are in need of more vigilant supervision. Special attention might be advantageously directed to the mode of teaching geometry in class II, and arithmetic in classes V and VI. The present plan of lessons provides a progres-

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sive course of study which will be complete when class I is supplied with a suitable text book of English prose and poetry.

Native Educational Institution, Bangalore.

9. The number of registered scholars has increased since the last examination from 299 to 327. Of these 270 were present at the time of inspection. The Principal, the Rev. J. Hudson, B. A., is assisted by 2 European and 9 native masters. Further assistance is rendered by 2 pupil teachers. The upper school comprehends 4 classes, the 2 higher consist of candidates for the Matriculation and First Arts examinations. I examined the Matriculation class by means of written papers in English, mathematics, and Canarese. Out of 28 scholars, 14 answered the English paper, 18 the mathematical, and 18 the Canarese. One-third of the total number of marks was gained by ten of the competitors. The mathematical paper was better answered than the language papers. Classes I and II of the upper school are both large, and considerable disparity of attainment is apparent. Whilst the leading pupils did well, the lower sections of both classes answered only a very small proportion of my questions correctly. The exercises in algebra were very well done. The condition of the lower school was satisfactory.

10. The suggestions made in the last report regarding an entire revision of the course of studies, and the introduction of instruction in the vernacular, appear to have been acted upon; but a suitable gradation of English reading books for the classes comprising the lower school has been overlooked. The third book at present in use is too difficult. The school has emerged from its transition state and is in vigorous operation; but the large number of pupils in most of the higher classes, whose promotion has been premature, seems a weak point in its constitution.

Wesleyan Mission Institution, Mysore.

11. Of 175 boys whose names are on the register, 136 were present at the time of examination. The Rev. T. G. Sykes, B. A., the Principal of the institution, has a staff of one European and five native masters.

12. Four out of seven candidates passed last year's Matriculation test. These have since been taken through the course prescribed for the First Examination in Arts. I set a question paper for this class in English literature and composition. Answer papers on other subjects

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to questions set by the Principal during a course of examination which had just terminated were shewn to me. They afford fair grounds for anticipating success in the approaching University test. Seven pupils who are candidates for Matriculation were examined in English literature, grammar and composition and in mathematics. The answer papers of this class both in English and mathematics were well expressed and neatly written. Of the 7 examinees, 6 gained upwards of one-half of the total number of marks, and the seventh obtained above one-third. The first class may be considered a division of the former, as both have gone over almost the same ground together. The entire work of tuition in the three classes falls upon the Principal.

13. Class II calls for special remark. The amount of work brought up for examination was small and imperfectly prepared. The average daily attendance according to the register does not exceed one-third of the class. I learned that the health of the teacher had been failing for several months past. His feeble appearance struck one on entering his class room, and as I was proceeding with the examination he was suddenly seized with a fit and had to be removed. From the nature of his complaint I should consider the exertion of teaching not unlikely to endanger his life. To conduct the class with any degree of efficiency under the circumstances is manifestly hopeless. For the sake both of the teacher and the pupils, the case calls for the consideration and action of the Principal.

14. The disproportionate amount of work devolving upon the head of the institution as indicated above, and the prolonged illness of the first assistant, have naturally affected the status of the lower classes. They all betray defective tuition, and have decidedly retrograded since the last inspection. The importance of keeping up the standard of the lower classes needs no remark.

SCHOOLS OF THE MIDDLE CLASS.

ENGLISH SCHOOLS.

15. At the last inspection there were 29 inmates, namely, 21 girls and 8 boys. There are now 28 girls and 14 boys, making a total of

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Cantonment Orphanage, Bangalore.

42 boarders. The tidy condition of the premises, and the cheerful aspect of the enclosed garden, as well as the neat and healthy appearance of the children, indicate careful and judicious superintendence. The accommodation for bathing, sleeping, dining, &c., is also satisfactory.

16. The direct charge and tuition of the pupils fall upon the master, a European, formerly an army school-master, and his wife who holds the post of matron. The usefulness of the institution might be considerably extended by a slight increase in the teaching staff and the admission of day scholars whose friends could pay a small monthly fee. The master at present is assisted in the school by one of the elder girls. In the school work for the past year, a fair degree of progress is apparent.

17. The girls, two at a time in rotation, assist in cooking. All the girls are instructed in making their own and the boys' clothes, and in various domestic duties. The specimens of sewing shewn to me appeared very substantial.

To provide for the admission of boys, and to avoid the monthly expenditure for rent, it is in contemplation to build or purchase another house. Of the boys now in the orphanage all are under 9 years of age.

Ordnance School, Bangalore.

18. The result of the examination has been generally fair. But there are several subjects of school instruction that require more careful treatment by the teacher, and slower progress on the part of the children, as they are very young. (1.) The Old Testament lesson was very imperfectly understood by the children of the highest class, the meanings of difficult words and phrases appeared to have been completely forgotten. (2.) Their writing was generally fair also, but want of instruction in the principles is absolutely needed. The head lines are some of them very absurd: "Can I be there by candle light? Yes, and back again," being one that I particularly noticed. (3.) The younger children (or as I would call it the infant school) were reading words of three or four letters, but with very few exceptions they had not learned the alphabet. I would direct the attention of the teacher to the untidy manner in which several of the children were allowed to attend

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school, whose parents were well off, and who ought to be ashamed to allow them to come to school in such a state.

St. John's District School, Bangalore.

19. The result of the examination has been generally satisfactory. The reading lesson, however, appears to have been irregularly taught during the past year, as sometimes a history had been used for this purpose, and sometimes a reading book; want of a sufficient supply of books has been I believe the cause of this: but I am happy to report that this want no longer exists, as a good supply has been obtained at the beginning of this year. Instruction in the principles of writing is much needed, as a great deal of valuable time is lost before the eye becomes educated by practice alone to the proper slope and proportion of the several parts of letters to each other.

20. I would recommend a re-consideration of the subjects taught in this school. The children are entirely of the working class, and as such, compelling them to learn subjects of instruction that may be classed as ornamental, is a great drawback to their thoroughly learning the essentials. For instance, much time is given to algebra and geometry, which would be much more profitably employed on language or arithmetic. By learning algebra so early, the educational value of arithmetic is almost neutralized. Geometry might be retained, but only a small proportion of the school time should be given to it, and it ought to be confined to a knowledge of form and some simple work like that of the Irish school series.

ANGLO VERNACULAR SCHOOLS.

London Mission Cantonment School, Bangalore.

21. The Cantonment branch of the London Mission Institution is conducted in a commodious building in the general bazár. The number on the rolls is 116. These form 6 classes under as many masters. The fees correspond with the scale laid down for the 6 classes of the principal institution that rank below the Matriculation class. The standard of each of the 6 classes nearly corresponds with the same grade of class in the principal school, except in the vernacular. This school is almost entirely attended by Tamil speaking boys; but Canarese, being the language of the province, is studied in preference to any other vernacular.

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22. The Head Master had evidently taken considerable pains with the lessons on English grammar and analysis, but the nicer details of Morell were not thoroughly comprehended. Algebra as far as division had been well taught. The answers to questions on English history, though not very well expressed, indicated a fair knowledge of the portions selected for examination. Class II acquitted themselves well. Classes III and IV failed in arithmetic. The studies of the two remaining classes were very elementary; a fair degree of proficiency was apparent.

London Mission Alasur School, Bangalore.

23. The Alasur branch is not equal to the foregoing in number or attainments, but the manner in which it is conducted impressed me favorably. I understand that it has not been possible to give the same amount of supervision to this school that the others have received, the more honor therefore is due to the Head Master. I would point out, however, the necessity of adopting a better mode of teaching geography in class III. The names of places mentioned in the text book have been committed to memory, but no pains taken to acquire a knowledge of their position on the map.

St. Joseph's Catholic Seminary, Bangalore.

24. The English school contains about 78 pupils, of whom 49 are boarders, and of the latter 40 are orphans; the remainder are supported by their parents or friends. The education of these children is carried on under the superintendence of the Rev. Father Clemot, M. A., assisted by four gentlemen of the association of Christian Brothers. A class has been formed this year to prepare for the forthcoming Matriculation examination, the optional language selected being Latin.

St. Mary's Catholic Seminary, Bangalore.

25. In the Canarese school there are 30 pupils, of whom 28 are boarders. The students of the first and second classes are studying for the ministry, and the remainder are learning English, Canarese, and Latin. Canarese is the medium through which they receive their instruction. These children are comfortably clothed and fed, and their dormitories are clean and tidy.

26. A large library is attached to the school, which supplies the children and people residing in the neighbourhood with books of in-

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struction or amusement. There is also a printing press under the superintendence of the Rev. Father Bouteloups, which supplies the schools with such books as cannot be procured elsewhere. A French work on medicine was being carried through the press during the time of my visit. It is intended for the use of the priests and missionaries belonging to the Catholic Mission in India.

St. Patrick's Catholic Seminary, Bangalore.

27. The number of children attending this school is 84, the greater part being natives. The first class did well, the second fairly. But the methods employed in the third are not the best calculated for the class of children attending it. Slates for writing and large cards for reading are very much needed, as it is impossible to keep a number of young children employed where they are taught on the individual method.

SCHOOLS OF THE LOWER CLASS.

ENGLISH SCHOOL.

St. Mark's Ragged School, Bangalore.

28. The numbers at present are 28 girls and 17 boys, the total being lower by 7 than it was at the last examination. The pupils evidently belong to a very neglected class, and with two or three exceptions appeared lacking in intelligence. The simplest questions connected with their reading lessons were barely comprehended; the attempts at answering were extremely few. The supply of school books is still deficient.

ANGLO VERNACULAR SCHOOLS.

Blackpalli Catholic Seminary, Bangalore.

29. In the English department there are 90 boys, who are taught English, Canarese, and Tamil, the latter being the medium of instruction. In the Tamil school there are 60 children, who are entirely engaged in learning this vernacular. There is also a girls' school in the compound, where needle work is taught, as well as reading, arithmetic, and writing. In addition to these schools there are three others at-

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tached, one in Simoncherry, another in Shoolay, and a third in Alasur, numbering altogether about 70 children.

30. The scheme of education laid down for these schools is a very good one, everything but language being taught through the medium of the childrens' mother-tongue. A want of maps and means of teaching concrete numbers are the only deficiencies I noticed. The schools are doing an immense deal of good amongst the poorest portion of the population, for the highways and byeways have been diligently swept to fill them; and to meet the wants of such children, the standard of their education has been fixed upon the broadest principles of usefulness.

Catholic School, Mysore.

31. I was not able to inspect this school as, in order to carry out extensive repairs of the premises, it was closed. I had an interview, however, with the Rev. P. Janssoone, and gathered the following particulars regarding the state of the institution.

32. The English branch of the boys' school closed with 28 names on the books. No register is kept in the vernacular school, but the daily attendance is said to be about 42, making a total of 70. The four most advanced boys in the English branch read the first book, work sums in the compound rules, have a knowledge of the rudiments of grammar, and have read a few chapters of Morriss' India. The map of India has also been studied. In the vernacular school instruction of a very elementary character is given in Tamil and Canarese. The teaching staff is the same as last year. An attempt has been made to introduce a system of fees, and the highest amount collected in one month was three rupees.

Madrasa Mahammadia, Bangalore.

33. The register contains 124 names, and 108 boys were present at the inspection. The school consists of six classes under as many masters. The 6 pupils of the first class study Sikandar Namah, Akhlaq i Nasari, and algebra. Three were more advanced than the others, and passed a good examination, translating from Persian to Hindustani and *vice versa* very correctly. In algebra only two had made much progress. They were taught by the Maulvi mentioned in last year's report, and the rest of the class have received their instruc-

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tion from them at second hand. In the second and third classes, 25 boys learn English, but the master was absent at the time of my visit. The fourth class know a little of history and grammar, and in the lower classes some answered well and others indifferently.

34. On the whole I consider this the first of the Hindustani schools in Bangalore. The Head Master takes great interest in his work, and a monthly examination is held by the Nazim. If the second and third classes were as efficient as the first, the school would be greatly improved. I advised that more attention should be given in these and the fourth class to grammar, arithmetic, and history.

VERNACULAR SCHOOLS.

Sanskrit and Canarese School, Mélkóta.

35. The present registered number of pupils is 66. With the exception of 5 boys in the Canarese branch, all are Sri-Vaishnava Brahmans. The highest class of the Sanskrit branch nominally comprised 6 pupils, but no two followed the same course. The subjects brought up for examination had evidently been carefully studied, and great pains must have been taken by the teacher. It is equally evident, however, that absence of system must retard the general progress. Attempts appear to have been made to improve on the stereotyped Hindu method of tuition and to introduce a progressive course of studies in Canarese and Sanskrit; but these efforts have not been well sustained. Among the pupils ranked as belonging to class II, were some very intelligent boys, who, it was clear, would not be content with a superficial knowledge, but aimed at being scholars.

Sanskrit and Telugu School, Chintamani.

36. This pátashálé having been about 30 years in existence, and of these, 18 years under the instruction of the two brothers Rama Shástri and Venkatapati Shástri, its character is not likely to undergo any material change as long as the present tutors remain. I found 32 pupils present, and understand the numbers generally range from 30 to 40. The beginners were represented by ten boys of ages varying from 9 to 14. The most advanced students were 6 young men under the immediate instruction of Rama Shástri, the head of the institution. The language spoken by all, and which was made the medium of instruction and explanation, was Telugu.

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37. Although the pátáshalé is open to both Lowkíka and Vaidíka Brahmans, it is rare for any but the latter to apply for admission. Some pupils terminate their course in two or three months, others are said to continue their studies for as many years. On entering the school, it appears to be customary for the new comer to intimate the class of devotional or ceremonial slókás or the particular Sanskrit work he wishes to study, and if he be not supplied with the necessary books he may obtain the loan of them from the private Sanskrit library of the shastrís, which is said to contain 300 palmyra leaf volumes.

Gun Troop Tamil School, Bangalore.

38. There are 39 children attending this school, amongst whom are several girls, all very young. The number of classes is too great for one person to manage. There is also a deficiency of slates for writing and means of teaching the children concrete arithmetic, but having pointed out these deficiencies to the gentleman in charge, I have hopes that they will be remedied as soon as the funds of the school will permit.

HINDUSTANI SCHOOLS.

Madrasa Islamia, Bangalore.

39. Out of 118 registered scholars, 99 were present, divided into six classes, with a master to each class. In the first class there are 12 lessons including history and Euclid. Two or three of the boys know English. I examined in arithmetic, geography, and the Persian books, in which the upper boys did well; but they were not ready in translating from Persian to Hindustani, which should be practised every day. It is gratifying to observe that the boys have gained an acquaintance with arithmetic, geography and history, which subjects were not taught at the time of last inspection. The second and third classes are composed of very young boys, who have been a comparatively short time under instruction, and whose knowledge is very elementary.

40. I advised that either the Nazim or the Head Master should examine the junior classes once a month, and also that only boys of somewhat equal ability should be put into the same class as in Government schools, and that the studies should be properly graduated, so that each class should be a preparation for the next higher. At present

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there is a great gap between the first and second classes. The school is, I am glad to say, doing much better now than for two or three years past, the present Nazim taking an interest in his work.

Madrasa Kudusi, Bangalore.

41. On the rolls there are 152 names, but only 80 boys were present. The school is divided into 6 classes under as many masters. The 2nd master was absent, as he holds the situation of 1st master in the Madrasa Sultani and teaches only half the day in each. The 1st class contains 4 boys, of whom one reads Arab i Sarf and Panch Ganj, and the remaining three Bostan. The former did well and knew arithmetic to fractions, but the others did not satisfy me. The 2nd and 3rd classes answered badly in Kavayad i Urdu and geography, and the lower classes were not much better.

42. The Nazim of the school is on a journey to Mecca, and the school has suffered by his absence. At the last examination the results were much more satisfactory. I am informed, however, that some of the best boys have left lately. I advised that a larger number should be promoted to the 1st class, and that history, geography, and arithmetic should be taught there.

Madrasa Mufid ul Anam, Bangalore.

43. The average attendance is 40, but at the time of inspection 48 were present out of 60 registered pupils. There are three classes under three masters. The ages of the boys are from 6 to 12. In the first class four boys were very sharp. The lessons were Kavayadi Urdu and Chehal Sabak with arithmetic, which was known to addition. The 2nd and 3rd classes did badly. The Head Master lately appointed is a clever man, formerly Government school master in a native regiment. I think if he stops the school will make progress, but he complains that the boys are always leaving before they have been half trained, sometimes after only a few weeks of schooling.

Madrasa Sultani, Bangalore.

44. Only 52 were present out of 104 pupils on the books. The school is divided into 4 classes under three masters, the 1st master taking 2 classes. In the 1st class were two sepoys of the Barr who have been studying a long time. They read Arab i Sarf and Persian grammar, and answered well in Persian prose and poetry. The second

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class spend a good deal of time in writing Arabic. In neither of these classes is arithmetic, history, or geography taught. I gave directions about the introduction of these lessons. The classes require re-arrangement, and then the school which has many good points about it will, I think, get on well.

Madrasa Mahammadia, Channapatna.

45. I regret to say that this school has not fulfilled the expectation formed regarding its success, and that its present condition is very * unsatisfactory. A register with 132 names recorded was shewn to me, and 106 boys were seated in the room, but so far as I could gather, the average attendance does not exceed 50. All but 26 boys were unable to read easy lessons, such as the stories at the commencement of the Talim Nama, and the result of the examination is extremely discreditable. Many of the boys, I was informed, are the children of wealthy merchants, the majority appeared to belong to a respectable and prosperous class.

Madrasa Islamia, Chintamani

46. The condition of this school is very unsatisfactory. Twice before the master has been warned to classify his pupils properly and teach them geography and grammar, but no attention has been paid to the remonstrance. The register contains 35 names, but only 18 scholars were present, among whom were 3 girls. In the first class 2 boys knew arithmetic as far as subtraction, and could write to dictation; but the rest knew next to nothing. The Head Master I consider to have quite neglected his work. His son, said to be an assistant master, was absent.

Closepété

47. The register shewn to me contained 45 names, but only 19 boys were present. The Head Master who is an elderly man seems anxious to discharge his duties satisfactorily and has evidently exerted himself; but his efforts have been a continual struggle without system, and consequently with little result. Two boys acquitted themselves well in arithmetic and geography, and about 10 could read fairly. Out of five boys one wrote correctly to dictation. The poverty of all the pupils

*Explanations have been received from the Nazim regarding the unsatisfactory condition of the school. D. P. I.

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renders their attendance uncertain, and is a sufficient reason for the low standard of the school.

Dodda Ballápura.

48. There are 46 pupils of ages varying from 7 to 15. It is a good school, and has made improvement since my last visit. The Head Master is a painstaking man, but does not know how to teach history and geography. I therefore spent some time in directing him in these matters. In the 1st class only 3 boys knew any thing of arithmetic, and they made many mistakes in writing to dictation. These defects were pointed out to be remedied.

Madrasa Ibrahim, Echinpalli.

49. All the boys in this school are sons of sillédars. They number 28, of whom 23 were present. History and geography had been well taught, and arithmetic as far as proportion. Dictation was written without a mistake. The 2nd class boys are too young to do much at present. I consider this the best of the small schools, and would recommend an increase of the grant as requested by the master, who is very active in the discharge of his duties.

Kunigallu.

50. Only 17 boys were present out of 23. The cause of such a poor attendance is said to be sickness and the employment of the boys at home by their parents. In the 2nd class Persian and arithmetic were well done, the latter to subtraction. Although a small school, the master is well qualified to teach, and I expect his pupils will soon increase in number.

Raunur.

51. No improvement has taken place since last inspection. There are 25 boys in the school, and the master is a clever man, but deficient in his knowledge of method. I shewed him how to teach history and geography, as well as how to keep the register of attendance, and hope to see better results at my next visit.

Madrasa Ahmadia, Srínivás-pura.

52. This is a good school containing 49 pupils with an average attendance of 45. There are 3 classes and 2 masters. In the 1st class are 4 sepoys studying Anvar Soheli, Sikandar Nama and Gulistan. They are very intelligent and answered every question cor-

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rectly. But arithmetic has been neglected. The 2nd and 3rd classes have had some instruction in it, but work very slowly. In history and grammar these classes did well. Their knowledge of geography is not satisfactory. The Head Master is a clever man well versed in Arabic and Persian, and the merchants of the town, who are numerous, take a great interest in education.

Tyamagondal.

53. On the register were 60 names, but the number of boys present was 45 divided into 4 classes under 2 masters. The ages of the boys are from 6 to 15. In the first class of 9 boys, Persian grammar and geography had been well studied. The other lessons were Gulistan and arithmetic. In the second class there are 11 boys learning Indian history, Persian grammar, arithmetic and Hikayat Latifa. Their knowledge of arithmetic was good. The third class has 12 pupils reading Talim Nama. They could also add and subtract. The fourth class of 13 boys use the first book. The school is a good one and likely to improve. As Massulmans are numerous in the town there is no reason why 100 boys should not be collected. The Head Master was formerly in the Clósepéţé grant-in-aid school, and understands the Government rules well.

Madrasa Mahammadia, French Rocks.

54. The fall in number of pupils from 32 to 20 is attributed to the removal of the regiment from the station, a corresponding increase is expected after the arrival of the new regiment. A fair rate of progress is apparent since last year. The Head Master and his assistant both seem to take a decided interest in the school, and I consider that it contrasts favorably with some others of greater pretensions.

Hasan ul Madrasa, Hassan.

55. There were 45 pupils present, but owing to sickness I was unable to examine them properly. Their ages vary from 6 to 20. The studies are history of India, geography, grammar, arithmetic and the Koran. The masters of the school are clever men. The private resources of the school have somewhat diminished, as several of the principal subscribers having lost money in coffee cultivation, have not been able to continue their support.

56. This institution is one of old standing, having been in exis-

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Madrasa Sultani, Hunasúru.

tence for about 7 years. It is conducted by the proprietor and his brother. Out of 37 enrolled pupils, all but 2 were present on the day of examination. Most of the boys are the sons of artizans and tradesmen, a tolerably flourishing class in Hunasúru, and judging from the appearance of their children the parents must be in good circumstances. The majority of the scholars were able to read, but only 2 boys could write to dictation. All failed in an attempt to write down a sum of three columns as well as to add it up after it had been written for them. The Persian grammar lessons had been committed to memory with care. Few of the boys were provided with copies of the books they professed to study, but their lessons were neatly written out on paper.

57. I was informed that the Head Master's mother had 7 girls under tuition in a separate part of the premises, but was not invited to see this class, which does not participate in the Government grant.

Madrasa Bowring, Mysore.

58. A register containing 132 names was shewn to me, and 125 pupils were present on the day of examination. The utter absence of a progressive course of study and of all but a nominal classification renders it difficult to appreciate any advance that may have been made. I feel compelled to state that the institution exhibits every indication of gross mismanagement, and in its present state is unworthy of Government support.*

Chennagiri.

59. This school has been established about 9 months, and at the time of my visit, which was unannounced, 15 children were present out of 25 entered in the register, all busily employed. Reading is taught, but at present neither writing nor arithmetic. The master appears to be an industrious man.

Honnáli.

60. I found 21 children present out of 30 the registered number. As there are 300 Massulman families in Honnáḷi the attendance is likely to increase. The school has been established ten months, and

*A full inquiry has been made into the case, and new arrangements enforced, which will cause an amendment in the state of this important school. D. P. I.

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is provided with two masters, but the children have scarcely got beyond the first lessons in reading; arithmetic has not been taught, and writing seems to have been confined to one or two of the elder pupils. I think, however, that the school will improve under regular inspection.

Shimoga.

61. The examination of this school has been exceedingly unsatisfactory. In the 2nd and 3rd classes I found that the children had the lessons off by heart. No attempt had been made to connect ideas with the words shewn in the book. Arithmetic was not taught in any class—a circumstance that calls for explanation. The first class appeared to have as many books for reading as there were boys. However, I examined them in reading the history of India, which was fairly done. I also tried them in dictation and they wrote and spelt fairly. But the whole class, except one boy, failed in adding three sums of money together, although the ages in this class varied from 14 to 20 years of age.

FEMALE SCHOOLS.

ENGLISH SCHOOLS.

St. John's District School, Bangalore.

62. The education of the girls has been carried on fairly up to the point really needed for such children. But I would recommend a closer attention to the reading book, as it contains much valuable information relating to their future duties as wives and mothers which they can never obtain at home. For instance they could inform me of the condition of the ancient Britons, and tell me about the Romans and Saxons; but not a girl could tell me what she ought to do in case her dress caught fire, which they might have learned from this very book. Their needlework has been generally of a plain, homely, and useful description. Frocks, under clothing, miniature shirts and socks of various sizes and colors are made by the girls, and not a few of them help their parents by their earning from the ladies' workshop.

63. The Infant School is in an excellent condition. Reading, lessons

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Infant School.

in number, form, color, and natural history, were very good. Above all the lively, intelligent manner in which the children responded to the questions asked, shewed that a good feeling existed between them and the teacher.

Wesleyan Mission Girls' School, Bangalore.

64. According to the register, the number of scholars is 36, namely 18 in the upper and 21 in the lower school. This return compared with last year's report shews a decrease of nearly one-third. The subjects brought up for examination by the upper school would probably have been more thoroughly comprehended had the portions studied been considerably abridged. The whole of Morrell's grammar and analysis and the whole of Milner's England for instance, contain more than can be advantageously gone through in one term without sacrificing other subjects. The use of two text books for composition appears of doubtful utility. The examples of proportion, sums given to the girls in class I, were readily and correctly worked out. A knowledge of fractions would have enabled them to adopt the shorter method. The proficiency of the classes comprising the lower school was on the whole good. Music and needlework form a part of the course of instruction.

ANGLO VERNACULAR SCHOOLS.

London Mission Boarding School, Bangalore.

65. The number of girls (21) is the same as last year. The few removals that occurred having been exactly balanced in number by the admissions. The teaching staff and classification remain as reported last year. The expediency was on that occasion questioned of extending the separate division of the school for English and Canarese, into such subjects as arithmetic, history and geography. The usual practice in schools of this class is to make the vernacular the medium of instruction, and to teach English simply as a language lesson. In arithmetic the 1st class is further advanced than in most anglo vernacular girls' schools, and the general proficiency is decidedly good.

66. Needlework, both plain and fancy, and cutting out, also cook-

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ing and other household duties receive due attention. Several little English airs were well sung, some of the girls taking parts. The neatness and comfort of the accommodation, and the behaviour and appearance of the girls, entitle this school to special commendation.

Wesleyan Mission Orphan School, Bangalore.

67. Since the last examination two girls have died, and one has been married. The number has thus been reduced from 29 to 26. The certificated mistress mentioned in the last report, returned to Madras to qualify for a higher competitive examination, and her place has been supplied by a male teacher, who discharges his duty efficiently. The alterations that were being carried out in the premises last year have been completed, and the existing accommodation is ample.

CANARESE SCHOOLS.

London Mission Day School, Bangalore.

68. In each of the preparatory schools, provision has been made for the formation of a class where reading, writing, and the elements of arithmetic and geography are taught. The practice of drafting the more advanced girls into the central school at Kurubarapéṭé as reported at the last inspection, has in consequence been discontinued. Two new schools have been opened during the year, one in Baḷépéṭé and the other in Yelégowdanapáḷya, a ryot village near the Brigade Ground. The former is the only aided vernacular girls' school in which fees are collected. One anna a month is the charge per pupil. The majority of the girls are said to be the children of master builders.

69. With the addition of the attendance in these two schools there are 417 girls under instruction ; about three-fourths of the pupils being present daily on the average. The order maintained throughout the schools, and the completeness of the accommodation and apparatus in most of them, are evidently due to vigilant supervision.

70. Efforts are being made to train efficient female teachers ; these attempts, if successful, may prove one of the most valuable results of the schools. Two Christian pupil teachers in the Kurubarapéṭé school gave lessons in my presence to the higher classes of the preparatory school, in a manner that indicated good training and natural tact. Two other girls not Christians were pointed out to me, who, with the

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consent of their friends, were also being trained for teachers. In their case the customary law of early removal is to be relaxed.

Shimoga Hindu School.

71. This interesting school owes its existence entirely to the enlightened efforts of the District Revenue Sheristadar, who has given up a room in his house for it. At the time of my visit there were 20 girls in attendance, all Brahmanís. The oldest I suppose was about 10. On examining them I was greatly pleased with their intelligence. Most of them can read and write easy sentences from the first book, and have also learnt to count and to add up simple figures. The conduct of the school is very highly creditable to the managers. The friends and relatives of the girls were present during my inspection and seemed interested in the proceedings.

Wesleyan Mission Day School, Bangalore.

72. This school continues steadily to increase in numbers, the register shewing 113 names, against 98 at the previous inspection. The average daily attendance is rather more than three-fourths, which is higher than in most vernacular girls' schools. The teaching staff, classification, and general arrangements of the school, remain unchanged since the last examination. All the teachers employed, but especially the head teacher, evinced a pleasing interest in their work, and the school fully maintains its character for general efficiency.

Wesleyan Mission Boarding School, Toomkoor.

73. The mechanical portion of the reading lesson was well performed and the meanings of words fairly understood. But the children did not comprehend the general meaning, understanding the lesson rather in a partial manner or portions of it here and there. No means exist in the school for teaching arithmetic in a concrete form to the younger children, and the elder ones are deficient in their knowledge of mental arithmetic and household accounts. They answered very fairly from the book in geography.

74. Needlework appeared to be very neatly done, and fancy work is only taught as a reward to girls who merit it by their good conduct. The children seem to be well cared for, and are as happy a lot as can be imagined.

75. Of the 35 girls whose names are registered, I saw 29, but my

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Wesleyan Mission Day School, Toomkoor.

visit falling on a feast day and at an early hour in the afternoon, the attendance was probably a little below the average. Brahmans, goldsmiths and Modiliars, are the castes most numerously represented. The head teacher is a young Brahman educated in a Government school. He is assisted by an elderly man, whose influence in the town is useful in securing the regular attendance of the girls. Needlework is taught by a female teacher, and a woman is also employed to attend the children to and from the school. The first class contains 8 girls, 4 of whom I saw; all were able to read a little, one succeeded in writing down all the figures used in English notation, and the multiplication table had been partly acquired.

Wesleyan Mission Day Schools, Mysore.

76. These are three in number situated in the following localities:—Srírámpéṭé, Mandipéṭé and the Fort. The school at the first named place is of the longest standing. The total number of girls under instruction according to the register amounts to 103, of whomI saw 97. The Mándipéṭé branch has 41 names registered, and 36 girls presented themselves for examination. The Fort School had 40 girls on the roll, of whom 24 were present. Great pains have evidently been taken in the selection of teachers and in the general supervision of these schools.

TAMIL SCHOOLS.

Alasur Caste Girls' School, Bangalore.

77. The average attendance this year has been about the same as last. The register contains 67 names. The school maintains its character for efficiency, and evidently continues to be appreciated by the class for whom it is intended.

Blackpalli Catholic School, Bangalore.

78. This girls' school is in the chapel compound. The instruction includes needlework, as well as reading, arithmetic, and writing.

Hindu Female School, Bangalore.

79. The number of girls on the register was said to be 120, of whom 74 were present. In class I, eleven girls out of fourteen presented themselves for examination. Of these only three were in the

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class at the last inspection. In addition to their studies the girls are all taught to cut out and sew. A female teacher of the tailor caste is engaged to superintend this branch of inspection.

80. Girls are usually admitted at the age of 6, and leave at about 10. The curriculum laid down for the four years' study is well arranged, and the general conduct of the school continues to be satisfactory.

Mysore Catholic School.

81. This girls' school is under the management of three native nuns. The attendance is said to be very fluctuating, and varies from 10 to 40. A few of the girls are reported able to read a first book in Tamil and to sew.

HINDUSTANI SCHOOL.

Mahomedan Female Educational Institution, Bangalore.

82. On the register there appeared 108 names, and 83 girls were present at the examination, which was held with the intervention of a parada. The first class I was informed contained 12 girls ranging from 7 to 12 years of age. They answered correctly questions in Indian history and Kavayad i Urdu, Part I. Two explained difficult words in the history, and four knew arithmetic as far as addition. The class has certainly made improvement since the last inspection. The lower classes have not advanced very far, the pupils being very young. Sewing and embroidery are practised by the upper girls and the work sold for the benefit of the school. Most of the pupils seem to be daughters of traders. Some of a higher class have lately left, from what cause is not known. Poor girls to the number of 25 receive a meal daily from the school.

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APPENDIX III.

PRIVATE UNAIDED SCHOOLS.

1. On these schools the officiating Inspector of the Second Circle makes the following remarks. "There is scarcely a village without one, and some large towns support eight or ten. The highest number of pupils that I have seen attending was about 35 and the lowest 6 or 8. There is a great desire amongst the people to have their children educated, although they are themselves very illiterate. The benefits of the Government system of education are extending, but yet the people still cling to their own schools and rally round their old teachers with great eagerness and affection. This arises in great measure from the teachers who are now working, being many of them the instructors of the men of the present day, who are consequently unwilling to throw their old masters over without procuring some provision for them. I have met with several cases of men who have been teachers for upwards of 30 years.

2. Many of the people are undecided which is the best method of instruction, their own or that of the Government schools. There are certainly a few points in favor of the former and which tell very heavily against ours; such as the religious books of each separate caste being taught by their own teachers; the long hours the children have to attend school every day, and the few holidays they get throughout the year; the specious industry of the children who are bawling out at all hours of the day, while our schools perform their work silently; the deference and respect the teachers pay to the parents of the children, and their readiness to carry out the wishes of those parents with regard to the education of their children.

3. But the style of teaching in these schools is of the rudest kind, and seems based on the supposition that memory is the only faculty a child possesses, hence every thing is committed to memory with little or no explanation; in fact it has come to my notice that many of the masters do not understand the meaning of the books they teach. The book itself is considered the fountain of all knowledge and all truth,

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and hence its contents are committed wholesale to memory, and once a year it is devoutly worshipped.

4. One mode of punishment employed in these schools I certainly commend, that of sitting and raising a certain number of times, as I think it a good one for idle or inattentive children whose idleness or inattention often arises from the want of such kind of exercise." Reports are given below of some of the private schools visited during the year.

Bangalore District.

Bangalore.

5. I visited some Sanskrit schools in the péṭé of Bangalore at the request of the Treasury Bakshi, Sétu Rao. The first was assembled in Gundó Pant's Chattram, Siddi Katté. There were 18 pupils in attendance, divided into 4 classes. The first class of 3 boys are studying Mágha, and Naishadha. In the lower classes Champu Ramayaṇa and similar works are in use. The master named Sétava Shastri appears to be a clever and active man and interested in his work.

6. The second was seen in premises in Sultan péṭé, which have only recently been occupied. The students have hitherto been taught in private houses in small groups. There were reported to be 70, but I did not see more than 40 present. Among them were many boys from the High School. The absentees, it was said, were also pupils of the High School, and had gone there on account of the annual examination. The boys were with few exceptions very young. The highest class was said to be studying Tarka Shastra. Only one member, however, of the class was present, and he declined shewing his abilities on account of bodily weakness arising from a late illness, but all present declared him to be exceedingly clever. Some young boys were then called forward who repeated accurately and translated in the native method verses from the Ramayaṇa Sangraha. Another declined a noun, and a very precocious boy, aged 5, was presented by his father as being able to give the name in Sanskrit of anything he was asked, and to repeat the verse of the Amara Kósha in which the word occurred.

7. There was a large attendance of learned men present, one named Vásudéva Shastri was represented as the manager and the instructor in logic, but another younger man named Krishnamachari was evidently the factotum. From so much as I saw I was more

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favorably impressed with the order and unpretending character of the first school than with the other.

8. There appear to be 14 professed teachers of Sanskrit in the pété, of whom 11 are Smártas, 2 Madvás, and 1 a Srí Vaishnava, who has two assistants. Three of the Smartás are for the present without pupils. Deducting these, there remain 11 Sanskrit schools containing, according to the list furnished to me, 97 pupils altogether.

Inspector's Reports.

Channapatna.

9. I visited a school kept by Reddi Cheluvia and found 20 boys and one girl, the latter a Lingayet. Kómatís, Dásara Baṇajigaru and artizans of various kinds send their children to this school. Brahman boys rarely attend it. The following imposing list of works was said to be studied; Jaimini Bharata, Bhakti Sára, Sankshépa Ramayaṇa, Narasimha Shataka, Prahladana Charitré, Naḷa Charitré, and Amara Kósha, but there was no hesitation on the part of the master in acknowledging the total ignorance of himself and his pupils regarding any portion of these books. Extracts were committed to memory and written down as exercises in spelling. No grammar has ever entered into the course of study since the establishment of the school by the father of the present teacher ten or twelve years ago. Two boys were able to work sums in compound addition and subtraction. About 10 boys could read and write, and the majority were acquainted with the multiplication table. The attainments are those of an average indigenous school.

Channapatna.

10. One other Canarese school exists in the péṭé kept by Yetirajia, a man belonging to a Telugu caste called *Chatali*. This school claims to have been 30 or 40 years in existence, and is similar in character to Reddi Cheluvia's, but has an attendance of nearly 50 boys.

Yelabanka.

11. In the Hindustani school recently opened here, I found 21 boys present. Of these 3 were able to read from the Talim Nama and one of the 3 had commenced the study of Persian, having gone

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through 6 pages of the Chehal Sabakh. Of the remaining 18 pupils, 5 had begun to read Koran. No arithmetic was taught.

Mágadi.

12. A Canarese school supported by the Wesleyan Mission, the head teacher informed me, had been in existence about 15 years. The house in which it is conducted is situated in the weavers' street. Two masters are employed, and the register of attendance contained the names of 67 boys, but only 34 were present. In addition to the subjects of study common to indigenous schools, portions of scripture and a catechism were taught; also a little geography, but without maps. Ten boys who followed the above course acquitted themselves fairly. They also worked out a few sums in the simple rules, wrote a letter from dictation tolerably well, and chanted a few padas from the Bhakti Sára, but could not explain them. The boys pay no fees, and are supplied with books gratis.

Mágadi.

13. With a Government school and a free school in the town, a private establishment can hardly be expected to thrive; but I was told a small one of 8 boys had been opened: it was however regarded as only temporary. When I visited the place the master was absent and not expected to return for some hours.

Nelamangala.

14. I visited the private Hindustani school said to have been six months in existence. It is conducted by two teachers, and has an attendance roll bearing 50 names. Only 3 boys were able to read, and of these 2 have commenced the study of Persian. No arithmetic is taught. With the exception of the boys mentioned above, none of the pupils were supplied with books, but 8 boys were furnished with a few pages of manuscript extracts from the history of India and geography.

Kolar District.

Gudibanda.

15. There are two indigenous Telugu-Canarese schools, both of more than 12 years standing. The larger numbers from 30 to 40 boys, and the smaller a little less than half that number. Unfortunately the schools were closed while I was at Gudibanda on account of a Hindu feast.

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16. I visited the private Hindustani school at this place. The maximum attendance is said to be 20; of these 18 pupils were present. Only one boy had got higher than the alphabet class; but he had been taught no arithmetic, wrote badly, and spelt worse. The town possesses no other school.

Bágépalli.

17. A private Telugu school that I visited at Mittemari is said to be the best in this talook (Gúmanáyakanapálya). I found 12 boys, of whom 3 could write, but not one was acquainted with any portion of the multiplication table.

Mittemari.

18. This town contains, besides the Government school, one Canarese and Telugu school, one purely Telugu school and a small Hindustani school. Of these, only the first deserves notice. It is conducted by Krishnappa, a Vaishṇava Brahman, in a substantial building which is his own property. The school is said to number 40 boys, of whom 25 were present. It is evidently popular and thriving, though not above the ordinary stamp of village schools. The Telugu school was of a very elementary character, and had 8 out of 12 boys present. The Hindustani school was not open that day, being Friday; but from the information gathered, I judge the school to be low in numbers and attainments.

Mulabágalu.

19. Only 7 boys were present, but the master informed me that 10 more boys come every day from a village a mile off. There are no classes formed. One boy of about 15 read from Zulika, but I was told afterwards that he had left school a year ago and had just come for the occasion, all the others were learning the Alif, Be.

Eladur.

20. The town contains two Telugu Canarese schools, of which I inspected one kept by Subbia. Twenty boys were presented for examination; of these 5 could read, but not fluently: they had a good knowledge of the arithmetic tables, including weights and measures.

Sríniváspura.

21. I received an invitation from a number of the Massulman

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Sríniváspura.

inhabitants to visit a Persian and Hindustani school for girls, which has been in existence about two years. There are 35 names of pupils on the register. Of these I saw 17 girls when I visited the school, and was informed that behind the screens were 13 more, making a total of 30. The teaching staff consists of two females. The more advanced girls read Karima, Nami Hak and Akayad Jamin: they are also taught to sew and to work embroidery. Of the little girls forming the lower class all were acquainted with at least a few letters, and some were able to read easy words. The whole is under the superintendence of the Maulvi who is the Head Master of the grant-in-aid boys' school,—a man of very superior attainments and held in high estimation by his Massulman fellow townsmen.

Andargere

22. At the time of examination 16 boys were present, but no register is kept. The average attendance is 10. Most of the boys are between 7 and 15, but 3 are 20 years old. The school has been established two years, but is very elementary in character. Only one boy could read fluently.

Toomkoor District.

Toomkoor.

23. Saw six schools. In the first were 30 boys and 2 girls. A few Government books were in use which the children read well, but did not understand what they read. The second and third, containing 25 and 20 respectively, call for no remark. In the fourth there are 20 boys, all very young. They do nothing but write on sand. No books are in use. The fifth has 15 boys and 2 girls. All the books used have been neatly written out by the teacher. In the sixth I found 8 pupils reading books of various kinds. The teacher has been 30 years at school work.

Kallambéllé

24. A school here with 10 boys. The children were actively employed amusing themselves at the time of my visit, and the teacher was sound asleep.

Balehalli.

25. A school of 10 boys. Heard one of them read, but he could not say what he had been reading about. The teacher said he would learn the meaning by some means when he grew older.

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26. Six very young children in the school, the teacher of which receives no remuneration.

Hallihalli

27. This school, containing 6 boys and one girl, had been established only 20 days. The former master had left, because the people would not pay his school fees.

Chikkanáyakanahalli (Sírá)

28. A large but straggling village. I found 6 boys in the school, but they did not appear to be doing much. The teacher was formerly employed as a Sheristadar at Bellary.

Tavarékere.

29. I visited 3 indigenous schools in Sírá. The first contained about 20 children, among whom was one girl. In the second I saw 10 boys (some had new books) and called one up to read, but he had no idea of what he was reading. This school is kept by a man who was formerly a peon in the Government school. The third school contained 15 children, who were employed writing in the sand. The house was low, close, and dirty in the extreme.

Sírá.

30. Visited a school in which 50 children had been expressly assembled for my inspection, and consequently decked out with jewellery. Saw nothing calling for special remark in the character of the school.

Koratagere.

31. In the school there were 12 children, of whom one worked a sum in multiplication with the help of the teacher.

Maddagiri.

Mysore District.

32. I was taken to see an indigenous Canarese school in the town. The master as well as many of the boys belong to the caste called Telugu Baṇajigaru, but several other castes were represented, Brahmans bearing the smallest proportion. Thirty boys were collected, but most of them were little urchins who had yet to master the alphabet; seven boys could read, three of them read fluently and were acquainted with arithmetic as far as division. These boys I learned attended the Government school, the other four were tolerably ready

Hunasúru.

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with the multiplication table, but could not subtract, and read indifferently. On inquiry I learnt that there was a small school of half a dozen boys kept by a Brahman called Alasingharia, but on proceeding to the place we found the house shut up and were informed that the teacher had gone away from Huṇasúru on business.

Nanjanagúdu.

33. I ascertained that 3 indigenous schools exist in the town, but none of them were open during my stay at Naṇjanagúdu, and all accounts agreed in representing them as of a very low standard indeed. An East Indian teacher in the pay of the Amildar has a class of 5 boys, including 2 of the Amildar's sons, who are studying the rudiments of English, preparatory, I was informed, to their entering one of the schools at Mysore.

Bannur.

34. The Hindustani school here has been about one year in existence. It numbers 28 or 30 pupils, the majority beginners who have not got beyond the Koran and first book. Only 4 boys could read well, and one could write. No arithmetic was taught.

Háranahalli.

35. The town is said to contain 2 indigenous schools numbering about 18 and 12 pupils respectively. The former has been only four mnoths in operation and the latter about 8 or 10 years. They were both closed on account of the Maharnavami feast.

Chituldroog District.

Chituldroog.

36. I visited two indigenous schools in Chituldroog, both well attended. In one were 35 boys, and in the other 30 boys and one girl. The first calls for no remark, in the second the children were very young and learning only the alphabet.

Pávagada.

37. In this town I saw a Telugu Canarese school containing 20 boys.

Dávanagere.

38. I visited the indigenous schools in Dávanagere, and saw six, two others being closed as it was the eve of a festival. These schools were all well attended, the number of pupils present ranging from 20 to 30. I saw one grown up female attending school writing on the floor. The boys were writing on boards. There seemed to be very

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little writing on paper, or arithmetic taught, and no printed books were in use.

Harihar.

39. I saw six schools. In the first were 25 boys busy shouting out the multiplication table at the top of their voices. No reading was taught. In the second were 30 boys and the school was very much like the first. A third had 10 boys. The teacher was old and deaf, and had been a teacher all his life. In the fourth I saw 15 boys. The school master appeared young and inexperienced. He was fast asleep when I called. The fifth school was for Hindustani children. There were 12 present, all very young, and only one able to read. The last school I saw was established for Mahratta children in a stable, a pony being in the school at the time of my visit. The teacher was old and infirm.

APPENDIX IV.

CORRESPONDENCE AND CIRCULARS.

HOBLI SCHOOLS.

General No. 7350. } 1867—68.
General No. 245. }

MYSORE COMMISSIONER'S OFFICE,
Bangalore, *27th March* 1868.

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,
FOREIGN DEPARTMENT.
CALCUTTA.

Sir,

I have the honor to acknowledge the receipt of Mr. Under-Secretary Le Poer Wynne's letter No. 200 of the 1st ultimo, communicating the observations of the Government of India regarding the absence of Government Female Schools, and the want of vernacular schools for the education of the mass of the people in Mysore, and suggesting that no time should be lost in devising a scheme for this object.

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2. Having been furnished by the offg. Director of Public Instruction with a report on the subject of vernacular education, and concurring generally in the proposals brought forward by that officer, I beg to submit them for the approval of His Excellency the Governor General in Council.

3. The measures adopted in this province for the diffusion of vernacular education consist of the establishment of a training school for Canarese masters, the publication of elementary school books, and the opening of 45 talook schools. Besides these there are other schools in different parts of the province maintained by missions. There are about 6,000 scholars, including girls, in the Government and mission vernacular schools, and 22,000 in indigenous schools, altogether about 28,000 pupils.

4. Taking the male population at 2,097,318 and assuming $\frac{1}{9}$th or 233,035 to be boys of an age to go to school, it is probable that at least 200,000 boys are without instruction.

5. After careful consideration of the question, Mr. Rice states that on the ground of expense, apart from other reasons, the introduction of the Halkabanda system adverted to by Government cannot be entertained in Mysore, and submits a plan mainly based on the same principles which appears better suited to the circumstances of the country.

6. The proposed scheme will consist of establishments for instruction, for inspection, and for the training of masters.

7. With regard to the first, it is proposed to adopt the talook sub-divisions called hóbḷies, instead of the circles of 12 square miles under the Halkabanda system, and to establish a school in each. The number of hóbḷies is 645 with an average area of 41 square miles and a population of 6,040 persons. The advantage of this would be that the farthest village would not be more than 4½ miles from a school situated in the centre, which would be within reach of all in the hóbḷi. The masters should be selected from the most intelligent and influential existing indigenous teachers, the pay would be 7 rupees with prospect of promotion to be an assistant in a talook school, the pay of which rises to 12 rupees.

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8. The supervising agency to consist of 8 Sub-Deputy Inspectors or one for each district, averaging 3400 square miles. This number would admit of each school being inspected at least 3 times a year. The pay of this grade to be rupees 40 per mensem, with travelling allowance at the rate of 8 annas per day.

9. The indigenous teachers of the country are said to be generally ignorant of arithmetic and geography, and have no knowledge of organization, discipline, or method; an institution for training masters seems therefore absolutely necessary. Three masters would be required, one for each division, on a monthly salary of Rs. 40. They would be stationed for a year alternately in the different districts according to the requirements of the time. A maintenance allowance would be granted to students under training for masters: Rs. 5 each for the first 6 months and Rs. 4 for the second, should they not have obtained qualification certificates in the first period.

10. As regards accommodation, it is proposed that such buildings should be made use of as are available free of rent, or are offered for the purpose by the village communities, till the success of the scheme shall have been established, when school houses can be erected.

11. The only furniture would be black boards, slates and maps. Books can be printed and supplied by the existing agency.

12. The instruction imparted would be entirely in Canarese, and consist of reading, writing and the elements of arithmetic and geography.

13. Fees would only be collected from those whose relations did not contribute to the educational fund.

14. It is proposed that the schools be open to girls as well as boys.

15. The establishment of night schools is also recommended for those who may be unable to attend during the ordinary hours of labor. A fee would be levied in consideration of the extra demand on the masters' time and to defray the expense of lighting.

16. The formation of local committees composed of some of the respectable and influential residents of the hóbḷi with the village officials, for the purpose of general supervision, would tend to popularize the schools.

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17. The cost of the proposed scheme would be :—

			Rs.		Rs.	
645	Hóbli School Masters at	7	4,515	or	54,180	per annum.
8	Sub-Deputy Inspectors at	40	320	„	3,840	„
	Travelling Allowance		80	„	960	„
3	Training Masters at	40	120	„	1,440	„
	Furniture ..		..	..	2,000	„
	Books and Stationery		..	..	3,000	„
	Contingencies		..	..	1,000	„
			Total ..		66,420	

18. The adoption of these proposals will, it is expected, extend education on a scale more commensurate with the wants of the population than any thing that has hitherto been tried in Mysore. The attendance at all the schools may be estimated at more than 50,000 children.

19. To meet the cost which the extension of education will necessarily involve, as well as for other local purposes, the imposition of a moderate cess, as suggested by His Excellency in Council, is under consideration in communication with the Survey Department. The proceeds, however, of this cess will not be available in any district, until its settlement has been completed by the department. The amount will be about 1 per cent on the collections, or say 80,000 Rs.

20. A report on the measures to be taken for the establishment, by Government, of female schools in Mysore, will form the subject of another communication.

I have, &c.,

(Sd.) L. Bowring,

Commissioner.

No. 871.

From—C. U. Aitchison, Esq.,

Offg. Secretary to the Govt. of India.

To—The Commissioner of Mysore,

Foreign Department.

General.

Dated Simla, the 19*th May* 1868.

Sir,

I have received and laid before the Viceroy and Governor General in Council your letter No. [illegible], dated 27th March last, submitting a scheme for vernacular education in Mysore.

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2. In reply I am directed to inform you that His Excellency in Council approves of the scheme and authorizes a yearly expenditure of Rs. 66,420, which it will involve.

3. There will not, it is observed, be sufficient surplus revenue to meet the entire cost this year. But there is no necessity of incurring this year the whole expenditure of Rs. 66,420 by starting at once the full scheme, which is rather sanctioned as one to be worked up to. When the extra cess of one per cent, referred to in the 19th para of your letter, has been imposed, as it will when the settlement of districts is completed, the Rs. 80,000 expected from that source will more than cover the whole expenditure.

4. For the present you are authorized to expend Rs. 24,760, the probable surplus of the estimate for 1868—69: and of this sum a considerable portion should be spent in educating the masters of indigenous schools as proposed in the 9th para of your letter.

5. With reference to the 16th para, in which you recommend the formation of local committees for the supervision of the schools, I am to state that the Governor General in Council considers this an excellent proposal, and authorizes you to carry it into effect.

I have, &c.,

SIMLA, *The 19th May* 1868.

(Sd.) C. U. AITCHISON,
Offg. Secy. to the Govt. of India.

ಇಸ್ತಿಹಾರ್ ನಾಮಾ.

ಕೋಲಾರದ ಡಿಸ್ಟ್ರಿಕ್ಟಿನಲ್ಲಿರುವ ಹೋಬಳಿ ಮತ್ತು ಹಳ್ಳಿಗಳ ವಾಸಸ್ಥರಿಗೆಲ್ಲಾ ಇದರಿಂದ ತಿಳಿಸುವದೇನಂದರೆ–ಸದರೀ ಡಿಸ್ಟ್ರಿಕ್ಟಿನ ತಾಲ್ಲೂಕುಗಳಿಗೆ ಸೇರಿದ ಪ್ರತಿ ಹೋಬಳಿಯಲ್ಲಿಯೂ, ರೈತರ ಮಕ್ಕಳಿಗೆ ವಿದ್ಯಾಭ್ಯಾಸ ಮಾಡಿಸುವದಕ್ಕೋಸ್ಕರ ಸರಕಾರದಿಂದ ಮಠವು ಸ್ಥಾಪಿಸಲ್ಪಡುವದು.

ಮೇಲೆ ನಮೂದಿಸಿರುವ ಪಾಠಶಾಲೆಗಳಲ್ಲಿ ಕೆಲಸ ಹೊಂದಲಪೇಕ್ಷೆಯುಳ್ಳವರಾಗಿದ್ದರೆ ಸದರೀ ಡಿಸ್ಟ್ರಿಕ್ಟಿನಲ್ಲಿ ಈಗ ಸ್ವಂತ ಮಠಗಳನ್ನು ಯಿಟ್ಟು ಯಿರುವ ಉಪಾಧ್ಯರು ಬರುವ ಜುಲೈ ತಿಂಗಳು ತಾರೀಖು ೧೩ನೇ ಸೋಮವಾರದ ಬೆಳಿಗ್ಯೆ ೧೦ ಘಂಟೆಗೆ ಸರಿಯಾಗಿ ಕೋಲಾರದಲ್ಲಿರುವ ಗವರ್ನ್ಮೆಂಟ ಸ್ಕೂಲಿಗೆ ಬಂದು ಹಾಜರಾಗ ತಕ್ಕದ್ದು. ಅವರಲ್ಲಿ ಯೋಗ್ಯತೆಯುಳ್ಳವರನ್ನು ಆರಿಸಿ, ವಿದ್ಯೆ ಬೋಧಿಸುವ ಕ್ರಮದಲಿಯು, ಅವರಿಗೆ ತಿಳಿಯದೆ ಯಿರುವಂಥಾ ಇತರ ಅಂಶಗಳಲಿಯೂ, ತಿದ್ದುಪಾಟು ಮಾಡುವದಕ್ಕೋಸ್ಕರ ಸರಕಾರದ ಕ

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ಡೆಯಿಂದ ಒಬ್ಬ ನಾರ್ಮಲ್ ಟ್ರೇನಿಂಗ್ ಮಾಸ್ಟರ ನೇಮಿಸಲ್ಪಟ್ಟಿರುವನು. ಆತನ ಬಳಿಯಲ್ಲಿ ಶಿಕ್ಷೆ ಹೊಂದುವಾಗ ಪ್ರತಿ ಮನುಷ್ಯನಿಗು ತನ್ನ ಜೀವನಕ್ಕೋಸ್ಕರವಾಗಿ ತಿಂಗಳಿಗೆ ೫ ರೂಪಾಯಿ ಸರಕಾರದಿಂದ ಕೊಡಲ್ಪಟ್ಟೀತು. ಹೀಗೆ ತಿದ್ದಲ್ಪಟ್ಟವರು ಬರುವ ಡಿಸೆಂಬರ ತಿಂಗಳಲ್ಲಿ ಪರೀಕ್ಷೆ ಕೊಡತಕ್ಕವಾಗಿರುವದು, ಮತ್ತು ಇವರೊಳಗೆ ಅರ್ಹರಾಗಿ ಕಾಣಬರುವವರು ಕ್ರಮೇಣ ತಿಂಗಳಿಗೆ ೭ ರೂಪಾಯಿ ತಲಬ್ ವುಳ್ಳ ಹೋಬಳಿ ಸ್ಕೂಲ್ ಮಾಸ್ಟರ ಕೆಲಸವನ್ನು ಪಡೆಯುವರು.

ಮತ್ತು ಈ ಡಿಸೆಂಬರ್ ತಿಂಗಳು ಬರುವದಕ್ಕೆ ಮುಂಚೆ ಆಯಾ ಹೋಬಳಿಗೆ ಸೇರಿದ ಗ್ರಾಮಸ್ಥರು ಮಾಡತಕ್ಕ ಕೆಲಸವೇನಂದರೆ, ತಮ್ಮ ತಮ್ಮ ಹೋಬಳಿಯಲ್ಲಿ ಸ್ಕೂಲ್ ಇಡುವದಕ್ಕೋಸ್ಕರ ಸುಮಾರಾದ ಮನೆಗಳನ್ನು ತಯಾರ್ಮಾಡುವದು.

ತಾರೀಖು ೨೦ನೇ ಮಾಹೆ ಜನವರಿ ಸನ ೧೮೬೮ನೇ ಇಸವಿ,
ದರಜಾಗಾ ಬಂಗಳೂರು.

B. L. Rice,
ಆಫಿಷಿಯೇಟಿಂಗ್ ಡೈರೆಕ್ಟರ,
ಪಬ್ಲಿಕ ಇನಸ್ಟ್ರಕ್ಷನ.

General No. 4980. / „ 303. } 1868—69. DATED 6th February 1869.

From

THE SUPERINTENDENT, ASHTAGRAM DIVISION.

To

THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE.

Forwards for information copies of letters anent the proposed scheme for establishing village schools throughout the province.

(Sd.) J. A. CAMPBELL,
Offg. Supt., Ashtagram Division.

CAMP SETHALLI, 27th January 1869.

General No. 2676. / „ 1117. } 1868—69.

To

THE SUPERINTENDENT, ASHTAGRAM DIVISION.

SIR,

I have the honor to acknowledge the receipt of your letter No. 136 of 8th August last, giving cover to certain correspondence on the subject of the establishment of vernacular schools, in all the hóblies of the district, and in reply to submit the following report.

2. The printed notifications (to which the letter under acknowledgment gave cover) were duly distributed to all the hóblies, through the

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Amildars of talooks; and such indigenous school masters as desired to obtain the proposed post of hóbḷi school teacher, were sent to His Highness the Maharaja's school.

3. As regards the steps taken towards the erection of school premises, the cost of which was intended to be borne by the villagers, I have the honor to state as follows.

4. Since assuming charge of the district, I have sent detailed instructions to the Amildars, explaining to them fully the advantages attainable from the scheme. I have especially directed them to use their personal influence with the ryots, in furtherance of it. In addition to this, I have, during my tour in the district, taken every opportunity to explain the object of the scheme to the people: I have reason to believe that the Amildars will, on the whole, exert themselves to support it.

5. Many agriculturalists regard all efforts in the cause of education with aversion. It is a common saying among them that a man who can read and write, will cease to till the fields. This prejudice is, I think, encouraged by the Brahmans.

6. In spite of all obstacles, I believe that the scheme will be a success, and I think that provided it be once set on foot, it will develope itself.

7. The number of hóbḷics in the district is 88, exclusive of Seringapatam, and two hóbḷies in Chámarájanagara temple. The accompanying statement will shew that buildings are ready in 47 hóbḷics; of these, 34 buildings may be occupied permanently, and 13 temporarily, until the completion of the buildings which the ryots have agreed to build at their own cost. In Yedatoré and Heggadadévanakóṭé alone prospects do not promise well, and I attribute this probable failure to opposite causes. In the former talook the ryots are so far advanced, that they already possess private schools, and in the latter, which is a malnad talook, they are so backward that they are unable to appreciate any of the advantages of education.

I have, &c.,
(Sd.) L. Ricketts,
Offg. Deputy Superintendent,
Mysore District.

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No. 1347.

HASSAN, 6*th February* 1869.

To

THE SUPERINTENDENT, ASHTAGRAM DIVISION.

Sir,

I have the honor to acknowledge the receipt of the correspondence marginally noted, relative to the proposed scheme for the establishment of village schools.

2. In reply I beg to submit that every possible publicity has been given to the circulars issued by the Director of Public Instruction, and the advantages of the measure have been pressed upon the attention of the people by the Amildars of talooks, by my Assistants, and myself.

3. It has been received favorably as a whole, particularly in the Talooks of Manjarábád, Arakalagúdu, Mahárájanadurga and Bélúru, where its success may be regarded as certain. In the other talooks, Háranahaḷḷi only excepted, the villagers have also engaged to provide houses, and though not quite so eager in the matter, have promised to make their boys attend. Háranahaḷḷi is the poorest talook in the district, the villagers state their inability to build schools, but have offered the use of their temples.

4. Many of the hóbḷies in this district are very large in consequence of two or more of the old hóbḷies being amalgamated into one at the re-organization of establishments in 1862. In many cases the ryots feeling the distance have come forward to build schools in more than one place, and I submit for consideration that their laudable efforts should not be discouraged, but the promise of small grants-in-aid be held forth to those who are able to establish good schools at places besides the Hóbḷi Head Quarters; the school masters being compelled also to make use of such books as may be provided by Government.

5. I regret that although the benefit of sending their school masters to obtain instruction at the normal school established at Hassan was pointed out to the gowdas, only 24 have as yet attended. As mentioned demi-officially to the Director, the rates of remuneration offered were too low to induce them to leave their villages; but volunteers can be obtained in any number from the boys attending the

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Government schools at Hassan, Narasipura and Bélúru, and although they may meet in some of the larger villages with opposition, they are more capable of imparting sensible instruction than the village school masters, many of whom are old men wedded to their ancient forms and institutions. Enclosed is a schedule shewing the names of the hóblís and villages, in which schools may be established, and furnishing such further details as may prove useful. A plan of a school to cost Rs. 200 is also forwarded, and the Executive Engineer is of opinion that suitable school houses could not be provided for less. As the villagers in most cases have engaged to contribute Rs. 100 only, the sum would be required to be supplemented by Government, or the offer of private houses and temples be accepted.

I have, &c.
(Sd.) W. HILL,
Dy. Superintendent,
Hassan District.

GRANT-IN-AID RULES.

The local Government, at its discretion, and upon such conditions as may seem fit in each case, (reference being had to the requirements of each district as compared with others, and the funds at the disposal of Government), will grant aid in money, books, or otherwise, to any school under adequate local management, in which a good secular education is given through the medium either of English or the vernacular tongue.

2. In respect of any such school for which application for aid is made, full information must be supplied on the following points:—

1st. The pecuniary resources, permanent and temporary, on which the school will depend for support.
2nd. The proposed monthly expenditure in detail.
3rd. The average number of pupils to be instructed.
4th. The persons responsible for the management.
5th. The nature and course of instruction.
6th. The number and salaries of masters or mistresses.
7th. The nature and amount of aid sought.
8th. The existence of other schools receiving aid within a distance of six miles.

3. Any school to which aid is given, together with all its accounts, books, and other records, shall be at all times open to inspection and examination by any officer appointed by the local Government for the

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purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

4. The Government will not interfere with the actual management of a school thus aided, but will seek, upon the frequent reports of its inspectors, to judge from results whether a good secular education is practically imparted or not; and it will withdraw its aid from any school which may be, for any considerable period, unfavorably reported upon in this respect.

5. In giving grants-in-aid, the following principles will be observed:—

(*a*) The Government will always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

(*b*) Grants will be given to those schools only (with the exception of normal schools and girls' schools) at which fees of reasonable amount are required from the scholars.

(*c*) In no case will the Government grant exceed in amount the sum to be expended on a school from private sources.

(*d*) For schools educating up to the University Entrance standard, the Government grant will not, as a rule, exceed one-half of the income guaranteed from local sources.

(*e*) For other schools in which the expenditure is more than Rs. 30 per mensem, the Government grant will not, as a rule, exceed two-thirds of the income guaranteed from local sources.

(*f*) The proportional amounts above laid down for Government grants are *maximum* amounts; and it must not be assumed that the *maximum* will, in all cases, and as a matter of course, be sanctioned.

(*g*) The conditions of every grant will be subject to revision periodically.

6. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

BANGALORE, *23rd July* 1868.

B. L. RICE,

Offg. Director of Public Instruction,

Mysore and Coorg.

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ENGINEERING SCHOOL, BANGALORE.

Notice Regarding Scholarships.

Notice is hereby given that the Commissioner has been pleased to sanction the establishment of ten scholarships for the Engineering School, Bangalore, on the following conditions :—

1. The scholarships to be tenable for two years, at the rate of Rs. 8 a month each for the first year, to be increased to Rs. 10 a month in the second year, provided the student gives satisfactory evidence of progress.
2. An entrance examination to be held in English (reading and writing) and arithmetic (as far as vulgar fractions), and the course to be such as will qualify for a certificate as an Assistant Overseer in the Public Works Department.
3. Candidates to be natives, and with the view of obtaining practical workmen, a preference to be given in all cases to the sons, or apprentices, of maistrís.
4. Of the ten scholarships, four to be attached to the Nagar Division, four to the Ashtagram Division, and the remaining two to the Nandidroog Division.

Candidates for scholarships should apply to the Director of Public Instruction, Bangalore, stating full particulars regarding age, qualifications, native place, and employment, if any ; also giving a reference as to character.

BANGALORE,
19th August 1868.

B. L. RICE,
Offg. Director of Public Instruction,
Mysore and Coorg

Instructions to Hóbḷi Pantójís.

ಹೋಬಳಿ ಪಂತೋಜಿಗಳು ಅನುಸರಿಸಿ ನಡಿಯಬೇಕಾದ ನಿಬಂಧನೆಗಳು.

೧. ಹೋಬಳಿ ಮಠಗಳು ಮುಖ್ಯವಾಗಿ ರೈತರ ಮಕ್ಕಳಿಗೆ ವಿದ್ಯಾಭ್ಯಾಸ ಮಾಡಿಸುವದಕ್ಕೋಸ್ಕರ ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟವೆ.

೨. ಹುಡುಗರು ಮಾತ್ರವಲ್ಲದೆ, ಯಿಷ್ಟವಿದ್ದ ಪಕ್ಷದಲ್ಲಿ ಹುಡಿಗಿಯರು ಸಹಾ ಬಂದು ಈ ಮಠಗಳಲ್ಲಿ ವೋದ ಬಹುದು.

೩. ರೈತರ ಮಕ್ಕಳು ವಿದ್ಯೆ ಕಲಿಯುವದಕ್ಕೆ ಬಂದರೆ ಅವರಿಂದ ಮಠದ ಸಂಬಳವನ್ನು ವಸೂಲ್ಮಾಡುವದಿಲ್ಲ.

೪. ಮಠದೊಳಗೆ ವೋದುವ ಕಾಲದಲ್ಲಿ ಮಾತ್ರ ಸರಕಾರದ ಪುಸ್ತಕಗಳ ಕೊಡಲ್ಪಟ್ಟಿರುವವು.

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೫. ಸರಕಾರದವರು ನೇಮಿಸಿ ಯಿರುವ ತರಗತಿಗಳನ್ನೂ ಪಾಠಗಳ ಕ್ರಮವನ್ನೂ ಅನುಸರಿಸಿ ಪಂತೋಜಿಗಳು ತಮ್ಮ ಕೆಲಸವನ್ನು ನಡಿಸಬೇಕು.

೬. ಮಠಕ್ಕೆ ಹುಡುಗರು ಬಂದು ಶೇರುವ ಮತ್ತು ಬಿಟ್ಟು ಬಿಡುವ ದಾಖಲೆ ಪಟ್ಟಿ ೧—ಪ್ರತಿ ದಿನದಲ್ಲಿಯೂ ಅವರು ಬರುವ ಮತ್ತು ಬಾರದೆ ಯಿರುವ ಪಟ್ಟಿ ೧—ಯಿವುಗಳನ್ನು ಪಂತೋಜಿಗಳು ಕ್ರಮವಾಗಿ ಮಾಡಿ ಯಿಡಬೇಕು.

೭. ಪ್ರತಿದಿನದಲ್ಲಿ ಬೆಳಗಿನಿಂದ ಮಧ್ಯಾನ್ಹದ ಭೋಜನ ಪರ್ಯಂತರವೂ, ಭೋಜನವಾದ ಮೇಲೆ ತಿರಿಗಿ ಸಾಯಂಕಾಲದ ವರಿಗೂ, ಮಠಗಳನ್ನು ಯಿಟ್ಟಿರಬೇಕು. ಆದರೆ, ಆದಿತ್ಯವಾರದಲ್ಲಿಯೂ ಮತ್ತು ಸರಕಾರದಿಂದ ಮಂಜೂರಾಗಿರುವ ಹಬ್ಬದ ದಿನಗಳಲ್ಲಿಯೂ ಮಠಗಳಿಗೆ ರಜಾ ಕೊಟ್ಟಿರುವದು.

೮. ಹುಡುಗರು ಮಠಕ್ಕೆ ಕ್ರಮವಾಗಿಯೂ ಕಾಲಕ್ಕೆ ಸರಿಯಾಗಿಯೂ ಬರುವ ಹಾಗೆ ಮಾಡುವ ವಿಷಯದಲ್ಲಿ ಪಂತೋಜಿಗಳು ಜಾಗರೂಕನಾಗಿರಬೇಕಾದ್ದಲ್ಲದೆ ಮಠವಿಟ್ಟಿರುವ ಮನೆಯನ್ನೂ ಮಠಕ್ಕೆ ಬರುವ ಹುಡುಗರನ್ನೂ ಸಹ ಯಾವಾಗಲೂ ಶುಚಿಯಾಗಿಯೂ ಕ್ರಮದಲ್ಲಿಯೂ ಯಿರುವ ವಿಷಯದಲ್ಲಿ ಪ್ರಯತ್ನಪರರಾಗಿರಬೇಕು.

೯. ಹಗಲು ಹೊತ್ತು ಮಠದೊಳಗೆ ಹೋದುವದಕ್ಕೆ ಅನುಕೂಲವಿಲ್ಲದ ಜನರಿಗಾಗಿ ರಾತ್ರಿಕಾಲದಲ್ಲಿ ಮಠವಿಡಬಹುದು. ಆದರೆ ರಾತ್ರಿಕಾಲದಲ್ಲಿ ಹೋದುವ ವಿದ್ಯಾರ್ಥಿಗಳು ದೀಪದ ಖರ್ಚಿಗೋಸ್ಕರ ಹೊಂದು ವಿಧವಾದ ಚಂದಾ ಹಣವನ್ನು ಗೊತ್ತುಮಾಡಿಕೊಂಡು ಪಂತೋಜಿಗೆ ಕೊಡಬೇಕಾಗಿರುವದು.

೧೦. ಹೋಬಳಿ ಮಠಗಳಿಗೆಲ್ಲಾ ಕಾಲಕಾಲಕ್ಕೂ ಸರಿಯಾಗಿ ಬಂದು ಹುಡುಗರನ್ನು ಪರೀಕ್ಷಿಸಿ ಆಯಾಯ ಮಠದ ಸ್ಥಿಯನ್ನೂ ಅದರ ವಿದ್ಯಾಭಿವೃದ್ಧಿಯನ್ನೂ ಕುರಿತು ಸರಕಾರಕ್ಕೆ ರಿಪೋರ್ಟು ಮಾಡುವದಕ್ಕಾಗಿ ಸಬ್ ಡೆಪ್ಯುಟಿ ಇನ್ಸ್‌ಪೆಕ್ಟರೆಂಬ ಪರೀಕ್ಷಕನು ನೇಮಿಸಲ್ಪಟ್ಟಿರುವನು. ಆತನ ರಿಪೋರ್ಟಿನ ಮೇಲೆ ಪಂತೋಜಿಗಳು ತಮ್ಮ ಕೆಲಸದಲ್ಲಿ ಜಾಗರೂಕರಾಗಿಯೂ, ಯೋಗ್ಯರಾಗಿಯೂ ಯಿರುವ ಸಂಗತಿ ತಿಳಿಯಲಾಗುತ್ತಿತು.

೧೧. ತಾಲ್ಲೂಕುಗಳಿಗೆ ವಿಚಾರಣೆಗಾಗಿ ಹೋಗುವ ಕಾಲದಲ್ಲಿ ಇಲಾಖಾ ಇನ್ಸ್‌ಪೆಕ್ಟರ್ ಸಾಹೇಬರು ಯಾವ ಸ್ಥಳವನ್ನು ನಮೂದಿಸಿ ತಾಕೀತು ಕೊಟ್ಟಿರುತ್ತಾರೋ ಅಲ್ಲಿಗೆ ಸದರಿ ತಾಲ್ಲೂಕಿನ ಹೋಬಳಿ ಮಠಗಳ ಪಂತೋಜಿಗಳು ಹಾಜರಾಗಿ ತಾವು ಬೋಧಿಸುವ ವಿಧ್ಯದಲ್ಲಿ ಪರೀಕ್ಷೆ ಕೊಡಬೇಕಾಗಿರುವದು.

೧೨. ಹೋಬಳಿ ಪಂತೋಜಿಗಳು, ಮೇಲೆ ಹೇಳಿದ ಯಾವ ವಿಧಿಗಾಗಲಿ ತಪ್ಪಿ ನಡದರೆ ಸರಕಾರದ ಆಕ್ಷೇಪಣೆಗೂ ದಂಡನೆಗೂ ವಳಪಟ್ಟಿರುವರು. ಹಾಗಲ್ಲದೆ ಅವರು ಕ್ರಮವಾಗಿ ತಮ್ಮ ಕೆಲಸವನ್ನು ಮಾಡುತ್ತಾ ಯಿರುವಲ್ಲಿ ಕಾಲಾಂತರದಲ್ಲಿ ಬಹುಮಾನಕ್ಕೂ ಅಭಿವೃದ್ಧಿಗೂ ಪಾತ್ರರಾಗಬಹುದು.

ಬತಾರೀಖು ೧೨ನೇ ಮಾಹೆ ಫೆಬ್ರುವರಿ
ಸನ್ ೧೮೬೮ನೇ ಇಸವಿ,
ದರಬಾರಾ ಬೆಂಗಳೂರು.

B. L. Rice,
ಮೈಸೂರು ಮತ್ತು ಕೊಡಗು ಶೀಮೆಗಳ
ವಿದ್ಯಾಭ್ಯಾಸದ ಡೈರೆಕ್ಟರ್.

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List of Studies for Hōbḷi Schools.

ಸರಕಾರದ ಹೋಬಳಿ ಮಠಗಳಲ್ಲಿ ನಡೆಯತಕ್ಕ ಪಾಠಗಳ ಕ್ರಮ.

೫ನೇ ತರಗತಿ	೧ ಅಕ್ಷರಗಳನ್ನು ಓದುವದಕ್ಕೆ ಕಲಿಸುವದು. ೨ ಮರಳಿನಲ್ಲಿ ಅಕ್ಷರಗಳನ್ನು ಕಾಗುಣಿತವನ್ನೂ ಬರಿಸುವದು.
೪ನೇ ತರಗತಿ	೧ ಮೊದಲನೇ ಪುಸ್ತಕದಿಂದ ಓದಿಸುವದು. ೨ ಹಲಿಗೆಯ ಮೇಲೆ ಮಾತುಗಳನ್ನು ಬರೆಸುವದು. ೩ ಅಂಕೆಗಳನ್ನು ಕನ್ನಡದಲ್ಲಿಯೂ, ಇಂಗ್ಲಿಷಿನಲ್ಲಿಯೂ ಬರೆಯ ಕಲಿಸುವದು. ೪ ಲೆಕ್ಕಗಳನ್ನು ಏಕಸ್ಥಾನ ದಶಕಸ್ಥಾನ ರೀತಿಯಾಗಿ ಓದಿಸುವದು.
೩ನೇ ತರಗತಿ	೧ ಕಥಾಸಪ್ತತಿಯನ್ನಾಗಲಿ, ಎರಡನೇ ಪುಸ್ತಕವನ್ನಾಗಲಿ ಅರ್ಥ ಸಹಿತ ಕಲಿಸುವದು. ೨ ಮೊದಲನೇ ಪುಸ್ತಕದಿಂದ ಮಾತುಗಳನ್ನು ಹೇಳಿ ಬರೆಸುವದು. ೩ ವಾಗ್ವಿಧಾಯಿನಿಯಲ್ಲಿ ಅಕ್ಷರ ಲಕ್ಷಣವನ್ನು ಕಲಿಸುವದು. ೪ ಮಗ್ಗಿಗಳನ್ನೂ, ಮುಪ್ಪಾಗಗಳನ್ನೂ ಕಂಠಪಾಠ ಮಾಡಿಸುವದು. ೫ ಕೂಡುವದು, ಕಳೆಯುವದು, ಗುಣಾಕಾರ, ಭಾಗ ಹಾರಗಳನ್ನು ಕಲಿಸುವದು ೬ ಭೂವಿವರಣೆಯಲ್ಲಿ ಶಬ್ದಾರ್ಥಗಳನ್ನು, ಮುಖ್ಯವಾದ ನೆಲ ಜಲ ಭಾಗಗಳನ್ನು ಕಲಿಸುವದು.
೨ನೇ ತರಗತಿ	೧ ಪದ್ಯಸಾರವನ್ನು ಮೊದಲಿನಿಂದ ೨೦೦ ಪದ್ಯಗಳನ್ನು ಅರ್ಥ ಸಹಿತವಾಗಿ ಕಲಿಸುವದು. ೨ ಕಥಾಮಂಜರಿಯನ್ನಾಗಲಿ, ಮೂರನೆ ಪುಸ್ತಕವನ್ನಾಗಲಿ, ಅರ್ಥ ಸಹಿತವಾಗಿ ಓದಿಸುವದು. ೩ ಕಥಾಸಪ್ತತಿಯಿಂದಲಾಗಲಿ, ಎರಡನೇ ಪುಸ್ತಕದಿಂದಲಾಗಲಿ ಕಾಗದದ ಮೇಲೆ ಹೇಳಿ ಬರೆಸುವದು. ೪ ಕೈ ಬರಹಗಳನ್ನು ಓದಿಸುವದು. ೫ ವಾಗ್ವಿಧಾಯಿನಿಯಲ್ಲಿ ಶಬ್ದ ಲಕ್ಷಣವನ್ನು ಓದಿಸುವದು. ೬ ಅಮರ ಕೋಶವನ್ನು ಹೇಳುವದು. ೭ ತೂಕದ ಲೆಕ್ಕವನ್ನು ರೂಪಾಯಿ ಆಣೆ ಲೆಕ್ಕವನ್ನು ಕಲಿಸುವದು; ಮತ್ತು ಈ ಲೆಕ್ಕದಲ್ಲಿ ಕೂಡುವದು, ಕಳೆಯುವದು, ಗುಣಾಕಾರ ಭಾಗ ಹಾರಗಳನ್ನು ಹಾಕಿಸುವದು. ೮ ಭೂಪಟದಲ್ಲಿ ದೇಶಗಳನ್ನೂ, ಮುಖ್ಯ ಪಟ್ಟಣಗಳನ್ನೂ ತೋರಿಸುವದು.

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೧ನೇ ತರಗತಿ	೧ ಪದ್ಯಸಾರವನ್ನು ೨೦೧ನೇ ಪದ್ಯದಿಂದ ಕಡೇವರಿಗೂ ಅರ್ಥ ಸಹಿತವಾಗಿ ವೋದಿಸುವದು. ೨ ಡಿಟೊ ಡಿಟೊ ಅರ್ಥ ಸಹಿತವಾಗಿ ವೋದಿಸುವದು. ೩ ಯೋಗಕ್ಷೇಮ ಕಾಗದಗಳನ್ನೂ ಅರ್ಜಿಗಳನ್ನೂ ಕಾಗದದ ಮೇಲೆ ಬರೆಸುವದು. ೪ ಕೈ ಬರಹಗಳನ್ನು ಓದಿಸುವದು. ೫ ವಾಗ್ವಿಧಾಯಿನಿಯನ್ನು ಕಡೇವರಿಗೂ ಕಲಿಸುವದು. ೬ ಟೀಕಾಮರವನ್ನು ಹೇಳುವದು. ೭ ತ್ರೈರಾಶಿಕ, ಬಡ್ಡಿ ಲೆಕ್ಕ, ಭಿನ್ನರಾಶಿಗಳನ್ನು ಹಾಕಿಸುವದು. ೮ ಪೈಮಾಯಿಷಿ ಲೆಕ್ಕವನ್ನು ಕಲಿಸುವದು. ೯ ಜಮಾಖರ್ಚು ಲೆಕ್ಕ, ಗ್ರಾಮ ಲೆಕ್ಕಗಳನ್ನು ಹಾಕಿಸುವದು. ೧೦ ಭೂಪಟದಲ್ಲಿ ಪರ್ವತಗಳು, ನದಿಗಳು, ದೇಶದ ಎಲ್ಲಾ ಪಟ್ಟಣಗಳು, ಉತ್ಪತ್ತಿ, ಜನಸಂಖ್ಯೆ ಇವುಗಳನ್ನು ಕಲಿಸುವದು.

ಷರಾ—೧ ಇದಲ್ಲದೆ ಮಾಗಳಲ್ಲಿ ತೆಲುಗು ಓದಿಸಬೇಕಾದಲ್ಲಿ ಇದೇ ಕ್ರಮವನ್ನೇ ಅನುಸರಿಸಿ ಕಲಿಸ ಬಹುದು.

೨ ಮತ್ತು ಹುಡುಗರನ್ನು ಅವರು ಇರುವ ತರಗತಿಯಿಂದ ಅದಕ್ಕೆ ಮೇಲಿರುವ ತರಗತಿಗೆ ಸೇರಿಸಬೇಕಾದರೆ ಸಬ್ ಡಿಪ್ಯುಟಿ ಇನ್ಸ್ಪೆಕ್ಟರ್ ಬಂದು ಪರೀಕ್ಷೆ ಮಾಡಿದ ಹೊರ್ತು ಸೇರಿಸ ಕೂಡದು.

ಬತಾರೀಖು ೧೨ನೇ ಮಾಹೇ ಫೆಬ್ರುವರಿ ಸನ್ ೧೮೬೯ನೇ ಇಸವಿ ದರಬಾರ್ ಬೆಂಗಳೂರು.

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ವಿದ್ಯಾಭ್ಯಾಸದ ಡೈರೆಕ್ಟರ್.

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Instructions to Sub-Deputy Inspector of Hōbḷi Schools.

ಹೋಬಳಿ ಮಠಗಳ ಸಬ್ ಡಿಪ್ಯುಟಿ ಯಿನ್ಸ್ಪೆಕ್ಟರೆಂಬ ಪರೀಕ್ಷಕರಿಗೆ ನೇಮಿಸಿ ಯಿರುವ ನಿಬಂಧನೆಗಳು.

೧. ಸಬ್ ಡಿಪ್ಯುಟಿ ಯಿನ್ಸ್ಪೆಕ್ಟರುಗಳು ತಮಗೆ ನೇಮಕವಾಗಿರುವ ಡಿಸ್ಟ್ರಿಕ್ಟಿನಲ್ಲಿ ನಾಲ್ಕು ತಿಂಗಳೊಳಗೆ ಒಂದಾವರ್ತಿ ಸುತ್ತಿಕೊಂಡು ಬರಬೇಕು. ಮತ್ತು ತಾವು ನಿತ್ಯವೂ ಮಾಡುವ ಪ್ರಯಾಣದ ಪಟ್ಟಿಯನ್ನು ಆಯಾ ತಿಂಗಳ ಆಖೈರಿನಲ್ಲಿ ಇನ್ಸ್ಪೆಕ್ಟರ ಸಾಹೇಬರಿಗೆ ಕಳುಹಿಸ ಬೇಕು.

೨. ಅವರು ಯಾವ ಡಿಸ್ಟ್ರಿಕ್ಟಿಗೆ ನೇಮಿಸಲ್ಪಟ್ಟಿರುತ್ತಾರೋ ಆ ಡಿಸ್ಟ್ರಿಕ್ಟಿನ ಕಸಬಾ ಅವರ ವಾಸಸ್ಥಳವೆಂದು ತಿಳಿದುಕೊಳ್ಳ ಬೇಕು.

೩. ನಾಲ್ಕು ನಾಲ್ಕು ತಿಂಗಳಿಗೆ ಅಂದರೆ—ಜುಲೈ—ನೊವೆಂಬರ—ಮಾರ್ಚ ತಿಂಗಳುಗಳ ಆಖೈರಿನಲ್ಲಿ ಅವರ ವಿಚಾರಣೆಗೆ ಶೇರಿದ ಪ್ರತಿ ಹೋಬಳಿ ಮಠದ ಸ್ಥಿತಿಯನ್ನೂ, ಅಭಿವೃದ್ಧಿಯನ್ನೂ ಕುರಿತು ಮತ್ತು ಸಾಮಾನ್ಯವಾಗಿ ವಿದ್ಯಾಭಿವೃದ್ಧಿಗೆ ಸಂಬಂಧಪಟ್ಟ ವಿಷಯಗಳು ಅಥವಾ ಮುಖ್ಯವಾಗಿ ಹೋಬಳಿ ಮಠಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟ ವಿಷಯಗಳಲ್ಲಿ ಯಾವ ಇತರ ವಿಚಾರಗಳೂ, ಅವರವರ ತಾತ್ಪರ್ಯಗಳೂ ಕನ್ನಡದಲ್ಲಿ ಇನ್ಸ್ಪೆಕ್ಟರ ಸಾಹೇಬರಿಗೆ ಪೂರ್ಣವಾದ ರಿಪೋರ್ಟನ್ನು ಬರೆಯ ಬೇಕು.

೪. ಎಲ್ಲಾ ಮಠಗಳಲ್ಲಿಯೂ ಪ್ರತಿ ಹುಡುಗನು ಓದುವ ಅಂಶಗಳನ್ನೆಲ್ಲಾ ಪರಿಕ್ಷಿಸ ಬೇಕು. ೧ನೇ ೨ನೇ ತರಗತಿಗಳಲ್ಲಿ ಹುಡುಗರನ್ನು ಕೆಲವು ಅಂಶಗಳಲ್ಲಿ ಬರಹದ ಮೂಲಕವಾಗಿ ಪರಿಕ್ಷಿಸ ಬಹುದು.

೫. ಪರಿಕ್ಷಿಸಿದ ತರುವಾಯ ಒಂದೊಂದು ತರದಲ್ಲಿ ಅರ್ಹರಾಗಿ ಕಾಣ ಬರುವ ಹುಡುಗರನ್ನು ಮೇಲಿನ ತರಗತಿಗೆ ಶೇರಿಸ ಬಹುದು.

೬. ಹುಡುಗರು ಮಠಕ್ಕೆ ಬಂದು ಶೇರುವ ಮತ್ತು ಬಿಟ್ಟು ಹೋಗುವ ದಾಖಲೆ ಪಟ್ಟಿ ೧, ದಿನ ದಿನದಲ್ಲೂ ಹುಡುಗರು ಬರುವದು ಮತ್ತು ಬಾರದೆ ಯಿರುವ ದಾಖಲೆ ಪಟ್ಟಿ ೧, ಇವುಗಳನ್ನು ಚನ್ನಾಗಿ ವಿಚಾರಿಸ ಬೇಕು. ಮತ್ತು ಹೋಬಳಿ ಪಂತೋಜಿಗಳಿಗೆ ನೇಮಿಸಿ ಯಿರುವ ನಿಬಂಧನೆಗಳನ್ನು ವಿಚಾರಿ ನಡದ ಹಾಗೆ ತಿಳಿಯ ಬಂದರೆ ಆ ಸಂಗತಿಯನ್ನು ರಿಪೋರ್ಟು ಮಾಡ ಬೇಕು.

೭. ಪ್ರತಿ ಮಠವನ್ನೂ ಪರಿಕ್ಷಿಸುವ ಕಾಲದಲ್ಲಿ ಆಯಾ ಮಠದ ಅಭಿಮಾನಕರ್ತರಾಗಿರುವ ಗ್ರಾಮಸ್ಥರಿಗೆ ತಿಳಿಸಿ ಪರಿಕ್ಷಿಸ ಬೇಕು.

೮. ಅವರವರ ವಿಚಾರಣೆಗೆ ಆದೀನ ಪಡಿಸಿ ಇರುವ ಪ್ರತಿ ಮಠದ ಅನುಕೂಲ ಮತ್ತು ಅಭಿವೃದ್ಧಿಯಿಂದಲೂ, ಮೇಲೆ ಹೇಳಿದ ಅಭಿಮಾನಕರ್ತರಾದ ಪ್ರತಿ ಗ್ರಾಮಸ್ಥರನ್ನೂ ಸ್ನೇಹ ಪಡಿಸುವದರಲ್ಲಿ ಮಾಡುವ ಪ್ರಯತ್ನದಿಂದಲೂ, ಸಬ್ ಡಿಪ್ಯುಟಿ ಇನ್ಸ್ಪೆಕ್ಟರವರ ಯೋಗ್ಯತೆ ವಿಶದವಾಗುವದು.

ಬತಾರೀಖು ೧೨ನೇ ಮಾಹೆ
ಫೆಬ್ರುವರಿ ಸನ್ ೧೮೬೯ನೇ
ಯಿಸವಿ, ದರಬಾರ ಬೆಂಗಳೂರು.

B. L. Rice,
ಮೈಸೂರು ಮತ್ತು ಕೊಡುಗು ಶೀಮೆಗಳ
ವಿದ್ಯಾಭ್ಯಾಸದ ಡೈರೆಕ್ಟರ.

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ಡಿಸ್ಟ್ರಿಕ್ಟ್ ಹೋಬಳಿ ಸ್ಕೂಲಗಳ ಸಬ್ ಡಿಪ್ಯುಟಿ ಇನ್ಸ್‌ಪೆಕ್ಟರ್‌ರವರಿಗೆ ಬರೆಸಿದ ಹುಕ್ಕುಂ ಆಂಕಿ.

ನೀವು ಯಾವ ಡಿಸ್ಟ್ರಿಕ್ಟಿಗೆ ನೇಮಿಸಲ್ಪಟ್ಟಿರುತ್ತೀರೋ ಆಡಿಸ್ಟ್ರಿಕ್ಟಿನಲ್ಲಿ ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟಿರುವ ಹೋಬಳಿ ಮಠಗಳ ವೊಂದು ಪಟ್ಟಿಯನ್ನು ಗರ್ಭೀಕರಿಸಿ ಇರುವದಲ್ಲದೆ ನಿಮ್ಮ ನಡವಳಿತೆಗೋಸ್ಕರ ಯೇರ್ಪಟ್ಟಿರುವ ನಿಬಂಧನೆಗಳನ್ನು ಮತ್ತು ಹೋಬಳಿ ಪಂತೋಜಿಗಳು ಅನುಸರಿಸಿ ನಡೆಯುವ ಬಗ್ಯೆ ಯೇರ್ಪಟ್ಟಿರುವ ನಿಬಂಧನೆಗಳ ನಕಲುಗಳನ್ನು ಸಹಾ ಗರ್ಭೀಕರಿಸಿ ಇಧೆ.

೨. ಹೋಬಳಿ ಮಠಗಳ ಯೇರ್ಪಾಟು ಈಗಲೇ ಪ್ರಾರಂಭವಾಗಿರುವದರಿಂದ ತತ್ಕಾಲದಲ್ಲಿ ಪ್ರತಿ ವೊಂದು ಡಿಸ್ಟ್ರಿಕ್ಟಿನಲ್ಲಿಯೂ ಬಹಳ ಕೊಂಚ ಮಠಗಳು ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟವೆ. ಆದ್ದರಿಂದ ನಿಮ್ಮ ಕೆಲಸವು ಈ ಮಠಗಳ ವಿಚಾರಣೆಯನ್ನು ಮಾಡುವದಕ್ಕೆ ಮಾತ್ರವೇನೆ ಕಟ್ಟು ಮಾಡಲ್ಪಟ್ಟ ಯಿಧೆಯೆಂದು ತಿಳಿಯ ಕೂಡದು. ಆದರೆ ಆಯಾಯ ಹೋಬಳಿಗಳಲ್ಲಿ ವಿದ್ಯಾಭಿವೃದ್ಧಿಗೆ ಸಂಬಂಧ ಪಟ್ಟ ವಿಷಯಗಳನ್ನು ಅಥವಾ ತತ್ಸಂಬಂಧಪಟ್ಟ ಯಾವ ಯಿತರ ವಿಚಾರಗಳನ್ನು ತಿಳಿಯುವ ಮತ್ತು ಹೋಬಳಿ ಪಂತೋಜಿ ಕೆಲಸಕ್ಕೆ ಯೋಗ್ಯರಾದ ಮನುಷ್ಯರನ್ನು ಸಂಪಾದಿಸುವ ಈ ಯೆರಡು ಅಭಿಪ್ರಾಯಗಳಿಂದ ಸರಕಾರದ ಮಠವಿದ್ದರೂ, ಅಥವಾ ಯಿಲ್ಲದಿದ್ದರೂ ನಿಮ್ಮ ಡಿಸ್ಟ್ರಿಕ್ಟಿನ ಪ್ರತಿ ವೊಂದು ಹೋಬಳಿಗೆ ಹೋಗಿ ನೋಡುವದೇ ನಿಮ್ಮ ಮುಖ್ಯ ಕೆಲಸವಾಗಿರುತ್ತೆ. ಕಡೇಲಿ ಪ್ರತಿ ಹೋಬಳಿಗೂ ವೊಬ್ಬ ಪಂತೋಜಿಯೂ ಬೇಕಾಗಿರುವದರಿಂದ ಹೀಗೆ ನೀವು ಪಂತೋಜಿ ಕೆಲಸಕ್ಕೆ ಯೋಗ್ಯರಾದ ಮನುಷ್ಯರನ್ನು ಸಂಪಾದಿಸಿ ಸರಿಯಾದ ತಿದ್ದುಪಾಟು ಹೊಂದುವದಕ್ಕೋಸ್ಕರ ಅವರು ಯಾವ ಡಿವಿಜನಲ್ಲಿರುತ್ತಾರೋ ಆ ಡಿವಿಜನಿಗೋಸ್ಕರ ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟಿರುವ ನಾರ್ಮಲ್ ಸ್ಕೂಲನ್ನು ಸೇರುವ ಹಾಗೆ ಅವರಿಗೆ ಪ್ರೇರೇಪಿಸಬೇಕು.

೩. ಯಾವ ಹೋಬಳಿಯಿಂದಲಾದರೂ ನೀವು ವೊಬ್ಬ ಮನುಷ್ಯನನ್ನು ನಾರ್ಮಲ್ ಸ್ಕೂಲಿಗೆ ತಯಾರಾಗುವದಕ್ಕೆ ಕಳುಹಿಸುವಾಗ ಆ ಮನುಷ್ಯನು ಪಂತೋಜಿ ಕೆಲಸಕ್ಕೆ ನೇಮಿಸಿರುವ ಪರೀಕ್ಷೆಯನ್ನು ಕೊಟ್ಟನಂತರ ಪುನಹಾ ಅಲ್ಲಿಗೆ ಬಂದು ಮಠ ಯಿಡುವದಕೆ ಯೋಗ್ಯವಾದ ವೊಂದು ಹೊಸ ಮನೆಯನ್ನು ಕಟ್ಟುವ ವಿಷಯದಲ್ಲಾದರೂ ಅಥವಾ ಕಟ್ಟಿದ ಮನೆಯನ್ನು ಉಪಯೋಗ ಪಡಿಸಿ ಕೊಳ್ಳುವ ವಿಷಯದಲ್ಲಾದರೂ, ಅಲ್ಲಿರುವ ಜನಗಳ ಸಂಗಡ ಹೇಳಿ ತರದೂದ್ ಮಾಡಿಸಬೇಕು.

೪. ನೀವು ನಿಮ್ಮ ಡಿಸ್ಟ್ರಿಕ್ಟಿನಲ್ಲಿ ಕ್ರಮವಾಗಿ ವೊಂದು ತಾಲ್ಲೂಕು ತರುವಾಯ ಮತ್ತೊಂದು ತಾಲ್ಲೂಕಿಗೆ ಹೋಗಿ ಆಯಾಯ ತಾಲ್ಲೂಕಿನಲ್ಲಿರುವ ಪ್ರತಿ ಹೋಬಳಿಯನ್ನು ನೋಡಬೇಕು. ವೊಂದು ತಾಲ್ಲೂಕಿನ ಸಂಚಾರವು ತೀರಿದ ಮೇಲೆ ನೀವು ವಿಚಾರಿಸಿದ ಸಂಗತಿಯನ್ನೆಲ್ಲಾ ಈ ಯಿಲಾಖೆಗೆ ರಿಪೋರ್ಟು ಮಾಡತಕ್ಕದ್ದು.

೫. ಯಾವ ಯಾವ ಹೋಬಳಿಗಳಲ್ಲಿ ಮಠಗಳು ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟವೆಯೋ ಆಯಾ ಹೋಬಳಿಗಳಲ್ಲಿ ವಾಸವಾಗಿರುವವರ ಪೈಕಿ ಬಹಳ ಯೋಗ್ಯರಾಗಿಯೂ, ಪ್ರಬಲರಾಗಿಯೂ

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ಮಠದ ಮೇಲ್ ವಿಚಾರಣೆಯನ್ನು ತೆಗದು ಕೊಳ್ಳುವದಕ್ಕೆ ಯಿಷ್ಟವುಳ್ಳವರಾಗಿಯೂ, ಮತ್ತು ಅದರ ವಿಷಯದಲ್ಲಿ ಬಹಳ ಅಭಿಮಾನ ಕರ್ತರಾಗಿಯೂ ಯಿರುವ ಯಿಬ್ಬರು ಮುಖ್ಯರು ಗ್ರಾಮಸ್ಥರ ಹೆಸರುಗಳನ್ನು ಅವರ ಕಸಬುಗಳನ್ನು ಸಹಾ ರಿಪೋರ್ಟು ಮಾಡ ಬೇಕು. ಹೀಗೆ ಯೇರ್ಪಡಿಸುವದರಲ್ಲಿ ಒಬ್ಬ ಪಟೇಲನನ್ನಾದರೂ, ಗೌಡನನ್ನಾದರೂ, ಶೆಟ್ಟಿಯನ್ನಾದರೂ ಅಥವಾ ಯಿವರಿಗೆ ಸಮಾನರಾದ ಮನುಷ್ಯರನ್ನಾದರೂ ಯೇರ್ಪಡಿಸ ಬೇಕು. ಹೀಗೆ ಯೇರ್ಪಡಿಸುವದರಿಂದ ಉಂಟಾಗುವ ಉತ್ತರೋತ್ತರ ಕಾರ್ಯಗಳನ್ನು ಮನಸ್ಸಿನಲ್ಲಿ ಚೆನ್ನಾಗಿ ಆಲೋಚಿಸಿ ಬಹಳ ಜಾಗರೂಕತೆಯಿಂದ ಈ ಜನಗಳನ್ನು ಯೇರ್ಪಡಿಸ ಬೇಕು.

ಬೆಂಗಳೂರು ೨೪ನೇ ಮಾಹೆ ಮಾರ್ಚಿ ಸನ್ ೧೮೬೯ನೇ ಯಿಸವಿ.

B. L. Rice,
ಮೈಸೂರು ಮತ್ತು ಕೊಡಗು ಶೀಮೆಗಳ ವಿದ್ಯಾಭ್ಯಾಸದ ಡೈರೆಕ್ಟರ್.

GOVERNMENT SCHOOL HOLIDAYS.

Notification.

With the approval of the Chief Commissioner, the following new rule, regarding holidays to be granted to Government Schools in the Province of Mysore, is published for general information.

In supersession of existing arrangements, each Government School, with the exception of those at the Head Quarters of a District, and where there are European Masters, will be allowed holidays to the extent of 30 days a year, in one unbroken period, at such time as the Head Master may apply for the indulgence, provided that not less than 8 months elapse between one such vacation and another.

In addition to the aforementioned period of one month in the year, the schools will be closed on all authorized public holidays, including 7 days at Christmas and 5 days at Easter, allowed to Government Offices.

Office of the Director of P. I.
Bangalore,
24*th March* 1869.

B. L. Rice,
Offg. Director of Public Instruction,
Mysore and Coorg.

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APPENDIX V.

TABULAR STATEMENTS.

1. Government Schools, Higher and Middle Class.
2. Do. Lower class.
3. Do. Girls' Schools.
   Do. Special Schools.
4. Grant-in-aid Schools, Higher and Middle Class.
5. Do. Lower Class.
6. Do. Girls' Schools.
7. Abstract of Receipts and Charges in all Schools.
8. Abstract of Expenditure in Educational Department.

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1	2	3	4	5	6	7	8
Name of Institution.	**Locality.**	**When established**	**Number of pupils on the Rolls at the end of the year.**				**Average number of pu[pils]…**
			Hindus.	**Mahomedans.**	**Others.**	**Total**	
Superior Anglo-Vernacular.							
Higher Class.							
High School	Bangalore	1858	462	12	35	509	[illegible]
The Raja's School... ...	Mysore	1833	186	2	6	194	[illegible]
District School	Hassan	1852	99	11	1	111	[illegible]
Do do	Toomkoor ...	1852	70	...	2	72	[illegible]
Do do	Shimoga	1854	58	4	13	75	[illegible]
Do do	Chituldroog ...	1861	30	1	3	34	[illegible]
Do do	Chikkamagalúru ...	1862	40	1	3	44	[illegible]
Do do	Kolár	1863	80	2	1	83	[illegible]
			1025	33	64	1122	[illegible]
Inferior Anglo-Vernacular.							
Middle Class.							
Talook School	Huṇasúru... ...	1861	36	3	3	42	[illegible]
Do do	Dévanahaḷḷi ...	1861	20	...	...	20	[illegible]
Do do	Channapaṭṇa ...	1862	21	...	1	22	[illegible]
Do do	Narasipura ...	1863	18	...	...	18	[illegible]
Do do	Chikka Baḷḷápura ...	1864	50	3	1	54	[illegible]
Do do	Shikáripura ...	1865	26	...	...	26	[illegible]
Do do	Harihara	1865	17	2	1	20	[illegible]
Do do	Chikkanáyakanahaḷḷi ...	1865	12	2	...	14	[illegible]
Do do	Yeḷandúru ...	1867	31	...	...	31	[illegible]
			231	10	6	247	[illegible]
			1256	43	70	1369	[illegible]

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Bangalore, *4th May* 1869.

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22			23			24			25			26			
...year.			Difference.						Annual Cost of educating each pupil.						REMARKS.
Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
15,962	7	0	10,428	4	2	...	...	...	38	0	0	13	2	9	
7,606	5	3	1,357	13	0	...	...	...	40	0	0	32	14	3	
4,421	0	0	403	12	9	...	...	...	52	0	0	47	4	2	
2,603	1	7	462	3	6	...	...	...	42	10	9	35	1	7	
3,921	2	8	433	4	11	...	...	...	45	1	2	40	1	5	
3,034	14	0	157	14	8	...	...	...	94	10	5	89	14	6	
2,242	9	3	212	14	0	...	...	...	70	1	3	63	6	10	
2,501	14	0	372	7	0	...	...	...	33	5	9	28	6	3	
12,293	5	9	13,828	10	0	...	...	...							
1,502	12	0	200	0	11	...	...	...	37	9	1	32	9	1	
1,483	8	2	95	0	0	...	...	...	87	4	3	81	10	10	
1,104	0	0	92	0	6	...	...	...	39	6	10	36	2	3	
1,572	0	0	116	14	0	...	...	...	120	14	10	111	14	11	
1,346	8	0	288	12	10	...	...	...	32	13	6	25	12	9	
786	3	8	65	5	6	...	...	...	23	12	11	21	13	6	
720	0	0	108	2	11	...	...	...	55	6	2	47	1	0	
858	7	3	94	13	7	...	...	...	61	5	1	54	8	8	
600	0	0	144	8	0	...	...	...	18	12	0	14	3	9	
9,973	7	1	1,205	10	3	..	...	...							
52,266	12	10	15,034	4	3	...	...	...							

B. L. RICE,
Offg. Director of Public Instruction.

Google

1	2	3	4	5	6	7	8
...TION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year. Hindus.	Mahomedans.	Others.	Total.	Average number of Pupils on the Rolls monthly.
...S.							
...	Mágadi ...	1863	41	4	...	45	[illegible]
...	Dévanahaḷḷi ...	1864	40	0	...	40	[illegible]
...	Channapaṭṇa ...	1865	20	5	...	25	[illegible]
...	Dodda Baḷḷápura ...	1866	167	1	...	168	[illegible]
...	Hosakóṭé ...	1866	36	4	...	40	[illegible]
...	Sarjapura ...	1867	40	12	...	52	[illegible]
...	Yelahanka ...	1868	30	0	...	30	[illegible]
...	Clósepéṭé ...	1869	20	6	...	26	[illegible]
			394	32	...	426	[illegible]
. & Canarese)	Chintamaṇi ...	1863	62	2	...	64	[illegible]
..	Muḷabágalu ...	1864	67	3	...	70	[illegible]
...	Kolár ...	1865	20	0	...	20	[illegible]
...	Sríniváspura ...	1865	42	8	...	50	[illegible]
...	Chikka Baḷḷápura ...	1865	75	0	7	82	[illegible]
...	Sidlaghaṭṭa ...	1865	19	1	...	20	[illegible]
...	Góribidanúru ...	1867	28	2	...	30	[illegible]
...	Narasapura ...	1867	24	16	...	40	[illegible]
...	Bagépalli ...	1869	20	0	...	20	[illegible]
			357	32	7	396	[illegible]
...	Toomkoor ...	1852	43	14	...	57	[illegible]
...	Chikkanáyakanahaḷḷi	1863	13	3	...	16	[illegible]
...	Maddagiri ...	1865	57	10	...	67	[illegible]
...	Tiptur ...	1865	9	3	...	12	[illegible]
...	Sírá ...	1866	23	4	...	27	[illegible]
...	Turivékere ...	1867	7	...	...	7	[illegible]
...	Koraṭagere ...	1867	34	2	...	36	[illegible]
...	Huliyúrdurga ...	1869	20	...	...	20	[illegible]
			206	36	...	242	[illegible]

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22			23			24			25			26			
e year.			Difference.						Annual Cost of educating each pupil.						Remarks.
Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
435	15	4	111	7	8	...	...	...	10	14	5	8	1	10	
180	0	0	30	0	0	...	...	...	6	9	0	5	10	0	
198	12	0	11	2	0	...	...	...	6	13	8	6	7	6	
460	5	2	147	4	0	...	...	...	3	12	4	2	9	2	
432	0	0	78	1	1	...	...	...	12	3	6	10	1	10	
316	0	0	61	7	0	...	...	...	6	3	1	4	15	10	
276	0	0	62	10	2	...	...	...	9	8	3	7	5	9	
55	6	2	7	6	0	...	...	...	2	2	1	1	13	7	
2,354	6	8	509	5	11	...	...	...							
760	0	0	54	12	3	...	...	...	12	14	1	11	15	3	
384	4	0	24	3	0	...	...	...	6	7	5	6	3	3	
251	8	0	30	9	9	...	...	...	11	15	7	10	8	4	
358	0	0	22	9	9	...	...	...	10	8	6	9	13	9	
236	0	0	25	1	0	...	...	...	3	7	6	3	1	8	
687	12	0	42	9	11	...	...	...	...	...	...	...	...	...	
644	0	0	47	7	3	...	...	...	18	6	5	17	0	8	
301	4	0	43	3	6	...	...	...	9	6	7	8	1	0	
63	2	2	5	11	2	...	...	...	3	2	6	2	13	11	
3,685	14	2	296	3	7	...	...	...							
468	0	0	72	2	0	...	...	...	10	14	2	9	3	4	
96	0	0	15	9	6	...	...	...	6	0	0	5	0	5	
585	9	10	54	14	5	...	...	...	10	1	7	9	3	8	
286	2	5	43	10	7	...	...	...	17	14	2	15	2	6	
400	5	9	35	3	7	...	...	...	16	0	3	14	9	8	
276	0	0	11	15	0	...	...	...	39	6	10	37	11	7	
276	0	0	35	0	7	...	...	...	9	13	9	8	9	8	
15	9	10	...	...	...	...	...	...	0	12	6	0	12	6	
2403	11	10	268	7	8	...	...	...							

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	1	
District.	Name of Ins	Remarks.
MYSORE.	Talook School	
	Do	
	Do	
	Do	
	Do	
	Do	
	Do	
HASSAN.	Talook School	
	Do	
	Do	
	Do	
	Do	
	Do	

Digitized by Google

	1
District	NAME OF
	LOWE…
	Ca…
SHIMOGA.	Talook School
	Do
	Do
	Do
	Do
	Do
KADOOR.	Talook School
	Do
	Do
	Do
	Do
	Do
CHITULDROOG.	Talook School
	Do
	Do
	Do
	Do
	Do
	Do
	Hindustani Sch…
	Do
	Do
	Do

OFFICE…

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	2	3	4	5	6	7	8
Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average number of Pupils on the Rolls monthly.
			Hindus.	Mahomedans.	Others.	Total.	
...er Class.							
...narese.							
... ...	Sâgara ...	1865	44	1	...	45	45
... ...	Shikâripura ...	1865	53	6	...	59	54
... ...	Chennagiri ...	1866	30	...	...	30	32
... ...	Hoḷé Honnúru ...	1867	40	...	...	40	36
... ...	Shimoga ...	1868	58	...	...	58	25
... ...	Nyamti ...	1869	20	...	...	20	18
			245	7	...	252	210
... ...	Báṇávára ...	1865	21	...	...	21	21
... ...	Kadoor ...	1865	26	...	...	26	22
... ...	Bírúru ...	1867	34	...	...	34	33
... ...	Tarikere ...	1867	12	4	...	16	17
... ...	Chikkamagalúru ...	1868	18	1	1	20	12
... ...	Wastára ...	1869	20	1	...	21	21
			131	6	1	138	125
... ...	Chituḷdroog ...	1865	20	11	2	33	18
... ...	Harihara ...	1865	19	...	...	19	14
... ...	Hosadurga ...	1866	34	1	...	35	19
... ...	Pávagada ...	1866	23	...	...	23	20
... ...	Dávanagere ...	1868	50	10	...	60	70
... ...	Huḷiar ...	1869	7	3	...	10	10
... ...	Moḷakalumúru ...	1869	23	...	...	23	23
			176	25	2	203	174
...ool	Toomkoor ...	1853	...	40	...	40	39
... ...	Mysore ...	1855	...	12	...	12	10
... ...	Kolár ...	1865	...	60	...	60	61
... ...	Chituldroog ...	1867	4	12	...	16	15
			4	124	...	128	125
			1915	279	10	2204	1883

...HE DIRECTOR OF PUBLIC INSTRUCTION.

22			23			24			25			26			
			Difference.						Annual Cost of educating each pupil.						REMARKS.
Total			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
138	0	0	55	10	6	...	...	...	8	11	9	8	7	11	
41	8	9	20	4	0	...	...	...	6	5	2	5	15	2	
66	0	0	34	2	4	...	...	...	11	7	0	10	5	11	
69	2	7	36	5	0	...	...	...	13	0	6	12	0	5	
84	0	0	53	0	3	...	...	...	11	5	9	9	5	10	
69	10	2	20	14	6	...	...	...	3	13	4	2	11	3	
58	5	6	220	4	7	...	...	...							
00	0	0	25	7	0	...	...	...	18	9	1	12	9	6	
38	0	0	52	4	0	...	...	...	15	5	10	12	15	10	
1	0	0	49	11	3	...	...	...	13	2	6	11	9	8	
4	6	0	24	5	4	...	...	...	20	13	6	19	6	8	
32	10	0	32	12	3	...	...	...	13	8	10	10	13	2	
50	14	2	3	13	0	...	...	...	2	14	4	2	11	5	
5	14	2	188	4	10	...	...	...							
0	0	0	37	13	0	...	...	...	10	0	0	7	14	5	
1	6	0	14	0	0	...	...	...	14	6	2	13	6	2	
0	10	0	44	1	1	...	...	...	18	15	8	16	10	7	
6	8	0	40	5	11	...	...	...	15	13	2	13	12	11	
8	7	2	100	6	6	...	...	...	3	13	3	2	6	4	
6	5	11	4	13	0	...	...	...	5	10	2	5	2	11	
4	6	2	11	2	6	...	...	...	2	12	9	2	5	0	
7	5	3	252	10	0	...	...	...							
	0	0	50	10	4	...	...	...	4	4	11	3	0	2	
7	11	10	6	8	0	...	...	...	10	12	4	10	1	11	
	0	0	61	0	8	...	...	...	4	8	5	3	8	5	
	0	0	25	12	6	...	...	...	12	0	0	10	4	6	
1	11	10	143	15	6	...	...	...							
6	13	3	2,265	14	11	...	...	...							

B. L. RICE,

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1	2	3	4	5	6	
NAME OF INSTITUTION.	Locality.	When established.	Number of pup[ils] on the Rolls at [the] end of the yea[r]			
			Hindus.	Mahomedans.	Others.	
Hindu Girl's School ...	Bangalore.	1868	50	...	...	
" " ...	Chintamaṇi.	1868	45	...	...	
" " ...	Sríniváspura.	1868	22	4	...	
			117	4	...	1[illegible]
General Normal School ...	Bangalore.	1861	33	...	1	3[illegible]
Hóbḷi Normal School ...	Nandidroog Division.	1868	...	...	...	17
Do " ...	Ashtagram Division.	1868	...	...	...	9
Do " ...	Nagar Division.	1868	...	...	...	9
Engineering School ...	Bangalore.	1860	18	1	15	3[illegible]
			51	1	16	42

21	
[Du]ring t[he year]	
Extraordinary.	
3	5
8	9
..	...
1	14
2	
..	..
..	..
..	..
7	
9	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

BANGALORE, *4th May* 1869.

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10 B	10 C	10 D	21			22			23			24			25			26			27
...ber of pupils on ... studying in e... ...guage at the e... of the year.			...ring the year.						Difference.						Annual Cost of educating each pupil.						
Canarese.	Hindustani.	Telugu.	Extraordinary.			Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
50	...	...	3	5	4	375	1	4	23	4	0	...	...	...	10	11	6	10	0	10	
...	...	45	8	9	4	278	9	4	...	...	...	...	...	...	6	10	1	6	10	1	
12	...	14	..	...	...	246	0	0	4	0	0	...	...	...	10	13	11	10	11	1	
62	...	59	1	14	8	899	10	8	27	4	0	...	...	...							
25	...	...	2	0	0	5,100	12	8	...	...	...	...	...	...	116	2	5	116	2	5	
170	...	...	..	...	...	725	2	0	...	...	...	...	...	...	4	4	3	4	4	3	
92	...	...	..	...	...	565	0	0	...	...	...	...	...	...	6	2	3	6	2	3	
92	...	...	..	...	...	697	9	4	...	...	...	...	...	...	7	9	4	7	9	4	
—	...	...	7	2	6	4,339	6	6	264	0	0	...	...	...	144	10	4	135	13	6	
379	...	...	9	2	6	11,427	14	6	264	0	0	...	...	...							

B. L. RICE,
Offg. Director of Public Instruction.

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	1	2	3	4	5	6	7
	Name of Institution.	Locality.	When established.	Number of pupils on the Rolls at the end of the year.			
				Hindus.	Mahomedans.	Others.	Total.
	Higher Class.						
	English.						
1	Bishop Cotton's School	Bangalore.	1865	...	...	71	[illegible]
2	St. Andrew's School	"	1866	...	...	69	[illegible]
	Anglo-Vernacular.						
3	London Mission Institution ...	"	1847	119	1	36	[illegible]
4	Native Educational Institution ...	"	1851	234	15	26	[illegible]
5	Wesleyan Mission School	Mysore.	1855	170	2	3	[illegible]
				523	18	205	[illegible]
	Middle Class.						
	English.						
6	Cantonment Orphanage	Bangalore.	1866	...	...	41	[illegible]
7	Ordnance School	Fort.	1832	31	...	30	[illegible]
8	St. John's District School	Bangalore.	1854	7	4	63	[illegible]
	Anglo-Vernacular.						
9	London Mission Cantonment School ...	"	1854	93	6	23	[illegible]
10	" " Alsur ...	"	1862	60	...	...	[illegible]
11	St. Joseph's Catholic Seminary, English	"	1857	8	...	93	[illegible]
12	St. Mary's Catholic Seminary ...	"	1854	...	...	29	[illegible]
13	St. Patrick's Catholic Seminary ...	"	1860	56	3	37	[illegible]
				227	13	316	[illegible]
				750	31	521	130[illegible]

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

Bangalore, *4th May* 1869.

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22			23			24			25			26			
...year.			Difference.						Annual Cost of educating each pupil.						Remarks.
Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
8,096	13	4	294	10	8	...	...	...	110	3	8	51	8	1	
4,666	0	0	...	...	...	402	0	0	102	8	10	36	14	9	
0,140	0	0	...	...	...	157	6	9	68	4	3	4	0	0	
9,020	0	0	...	...	...	...	...	...	25	3	6	7	8	9	
2,800	0	0	...	...	...	50	0	0	16	0	0	6	13	8	
5,722	13	4	294	10	8	609	6	9	...	...	...	...	...	...	
2,963	10	0	965	8	10	...	...	...	72	4	6	17	9	0	
669	7	0	19	7	8	...	...	...	22	5	0	16	0	0	
7,232	11	5	...	...	...	17	5	3	20	5	9	13	7	10	
2,220	0	0	...	...	...	517	0	0	20	2	11	3	4	4	
1,356	0	0	...	...	...	52	6	0	24	10	6	4	5	10	
2,381	12	0	...	..	...	...	...	...	27	1	1	9	6	6	
1,222	0	0	...	...	...	...	...	...	33	0	0	14	1	9	
1,870	0	0	35	0	0	...	...	...	21	0	2	10	12	7	
5,965	8	5	1,020	0	6	586	11	3	...	...	...	...	...	...	
9,738	5	9	1,314	11	2	1,166	2	0	...	...	...	...	...	...	

B. L. RICE,
Offg. Director of Public Instruction.

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1	2	3	4	21		
Name of Institution.	Locality.	When established.	Nu… th… Hindus.	during the… Extraordinary.		
Lower Class.						
English.						
St. Marks Ragged School	Bangalore.	1864	...	103	6	6
Anglo Vernacular.						
Blackpalli Catholic School	do	1832		50	0	0
Catholic School...	Mysore.	1861	11	550	0	0
Madrasa Mahammadia	Bangalore.	1862		242	7	6
Vernacular.						
Blackpalli Catholic School	do	1832		...	...	...
Commissariat Hindustani School ...	do	1864	...	...	...	...
Chintamaṇi Sanskrit „ ...	Chintamaṇi.	1868	2	32	12	0
Clósepété Hindustani „ ...	Clósepété.	1865		...	...	...
Chennagiri „ „ ...	Chennagiri.	1868	...	...	...	...
Chetnahaḷḷi Branch „ ...	Singapura.	1868	2	...	...	...
Dodda Baḷḷápura Hindustani „ ...	Dodda Baḷḷápura.	1868		24	12	0
Gun Troop Tamil „ ...	Gun Troop, Bangalore.	1864	4	22	5	0
Hasan ul Madrasa „ ...	Hassan.	1865	...	74	12	0
Honnáli Hindustani „ ...	Honnáli.	1868	...	...	...	...
Kunigallu „ „ ...	Kunigallu.	1864		...	...	...
Kalasa Canarese „ ...	Kalasa.	1864	1	...	...	...
Madrasa Ahmedia	Srinivaspura.	1865		...	...	...
„ Bowring	Mysore.	1863		8	6	0
„ Islamia	Bangalore.	1860	...	30	0	0
„ Islamia	Chintamaṇi.	1856		20	0	0
„ Ibrahim	Echinpalli.	1841	...	89	0	0
„ Kudusi	Bangalore.	1863		20	0	0
„ Mahammadia	Channapaṭna.	1864	...	43	1	2
„ Mahammadia	French Rocks.	1865	...	...	...	...
„ Mufid ul Anam	Bangalore.	1861		74	2	11
„ Sultani	do	1866	10	14	0	0
„ Sultani	Hunsúru.	1858	...	4	15	8
Mélkóta Sanskrit School	Mélkóta.	1855	7	19	1	0
Raunur Hindustani School	Raunur.	1868		...	...	...
Sadar Véda Sidhanta Sabha Seminaries ...	Bangalore.	1842	26	84	13	4
Shethaḷḷi Catholic School	Shethaḷḷi	1862	6	30	0	0
Shimoga Hindustani School... ...	Shimoga.	1864		16	0	0
Tyamagondal „ „	Tyamagondal.	1868	...	...	...	...
			76	55	15	1

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTIO[N]

BANGALORE, *4th May* 1869.

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21			22			23			24			25			26			
during the year.						Difference.						Annual Cost of educating each pupil.						**Remarks.**
Extraordinary.			Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
103	6	6	443	2	4	98	13	8	...	...	...	13	0	6	5	4	8	
50	0	0	1,660	0	0	...	...	...	198	0	0	21	4	6	7	11	1	
550	0	0	1,210	0	0	..	...	...	605	0	0	10	12	10	2	10	10	
242	7	6	1,346	7	6	...	...	...	30	0	0	10	15	1	4	14	0	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	204	0	0	...	...	...	...	...	...	8	8	0	4	4	0	
32	12	0	252	12	0	...	...	...	...	...	...	10	15	9	4	5	6	
...	...	...	253	1	0	...	...	...	9	1	0	7	3	8	3	6	10	
...	...	...	180	0	0	...	...	...	...	...	...	6	0	0	...	...	...	
...	...	...	92	8	0	...	...	...	...	...	...	4	10	0	3	0	0	
24	12	0	285	12	0	...	...	...	...	...	...	6	5	7	2	7	1	
22	5	0	134	12	0	...	...	...	...	...	...	3	4	7	2	5	5	
74	12	0	591	12	0	5	6	0	...	...	...	12	13	9	4	12	6	
...	...	...	216	0	0	...	...	...	...	...	...	8	4	11	...	...	...	
...	...	...	240	0	0	...	...	...	...	...	...	12	0	0	6	0	0	
...	...	...	74	0	0	...	...	...	...	...	...	4	14	11	3	9	7	
...	...	...	496	0	0	...	...	...	...	...	...	11	0	4	4	14	2	
8	6	0	1,196	6	0	492	0	0	..	...	...	9	0	3	4	8	8	
30	0	0	1,242	0	0	12	0	0	...	...	...	10	8	4	5	1	4	
20	0	0	264	0	0	...	...	...	...	...	...	8	12	9	4	0	0	
89	0	0	186	12	0	34	0	0	...	...	...	7	2	11	3	2	9	
20	0	0	1,371	0	0	...	...	...	...	...	...	9	2	2	4	0	0	
43	1	2	558	1	2	17	1	7	...	...	...	4	13	7	2	1	4	
...	...	...	316	11	6	1	4	6	...	...	...	10	14	8	4	2	2	
74	2	11	699	6	11	...	...	...	16	1	3	10	7	0	3	9	3	
14	0	0	649	0	0	...	...	...	...	...	...	6	7	10	2	3	2	
4	15	8	343	15	8	...	...	...	5	4	8	9	4	9	2	15	6	
19	1	0	579	1	0	...	...	...	...	...	...	7	3	9	5	12	0	
...	...	...	240	0	0	...	...	...	...	...	...	10	0	0	4	9	4	
84	13	4	1,311	1	4	98	1	4	...	...	...	4	12	8	2	2	10	
30	0	0	360	0	0	...	...	...	13	0	0	6	6	10	3	3	5	
16	0	0	556	0	0	...	...	...	...	...	...	18	8	6	12	0	0	
...	...	...	277	0	0	...	...	...	...	...	...	5	8	7	...	...	...	
53	15	1	17,824	10	5	758	11	1	877	0	11	...	...	...	...	...	...	

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	1	2	3	4	5	6
				Number of p[upils] on the Rolls [at the] end of the y[ear]		
	NAME OF INSTITUTION.	LOCALITY.	When established.	Hindus.	Mahomedans.	Others.
	English.					
1	Bishop Cotton's School	Bangalore.	1865	...	...	[illegible]
2	St. John's District do	Do.	1854	...	...	[illegible]
3	Do Infant do	Do.	1854	...	...	[illegible]
4	Wesleyan Mission do	Do.	1865	...	...	[illegible]
	Anglo-Vernacular.					
5	Convent of the Good Shepherd ..	Do.	1854	50	...	[illegible]
6	London Mission Boarding School ..	Do.	1842	...	...	[illegible]
7	Wesleyan Mission Orphan do ..	Do.	1855	30	...	...
	Vernacular.					
8	Alsur Caste Girls' School	Do.	1864	40	...	...
9	Blackpalli Catholic School	Do.	1832	1	...	[illegible]
10	Hindu Female School	Do.	1854	102	...	...
	London Mission Day Schools.					
11	Do do do Arḷépéṭé ..	Do.	1863	65	5	...
12	Do do do Baḷepéṭé ..	Do.	186	31	...	...
13	Do do do Cubbonpéṭé ..	Do.	1867	77	...	[illegible]
14	Do do do Hosapéṭé .	Do.	1867	88	1	...
15	Do do do Kurubarapéṭé ..	Do.	1863	120	4	[illegible]
16	Do do do Yelégowdanhaḷḷi ..	Do.	2868	40	...	...
17	Do do do	Anekallu.	1866	40	...	...
18	Do do do	Yelahanka.	1868	14	4	...
19	Mahomedan Female Educational Institution.	Bangalore.	1867	...	108	...
20	Mysore Catholic School	Mysore.	1863	27	...	...
21	Shethaḷḷi do do	Shethaḷḷi.	1864	30	...	...
22	Shimoga Hindu Girls' School	Shimoga.	1868	33	...	...
23	Wesleyan Mission Day School... ...	Bangalore.	1860	110	4	...
24	Wesleyan Mission Day Schools.					
	Do do do Fort... ...	Mysore.	1868	20	...	...
25	Do do do Mandi Street ...	Do.	1867	40	...	...
26	Do do do Srírama Pété ...	Do.	1855	43	...	...
27	Do do Boarding School ...	Toomkoor.	1859	24	...	...
28	Do do Day School	Do.	1858	70	...	...
				1095	126	390

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22			23			24			25			26			
r.			Difference.						Annual Cost of educating each pupil.						REMARKS.
Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost			Cost to Govt.			
8	2	4	...	...	...	14	10	4	117	4	9	55	4	8	
5	1	9	...	...	...	8	9	1	15	10	6	9	13	4	
0	7	3	53	9	5	0	0	0	8	0	1	5	6	2	
4	3	8	..	...	...	183	3	5	71	15	3	25	4	2	
0	0	0	...	...	...	330	0	0	23	6	3	10	11	5	
2	6	7	127	9	5	...	...	...	80	1	9	27	4	4	
8	2	0	38	14	8	...	...	...	49	9	2	21	6	10	
3	3	4	...	...	...	26	6	4	7	0	10	4	0	0	
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	
2	2	11	8	8	11	...	...	...	7	10	6	5	7	3	
2	11	0	...	...	...	337	6	0	8	12	8	2	3	9	
1	0	0	...	...	...	...	...	...	13	10	11	6	1	11	
0	0	0	...	...	...	200	0	0	31	9	7	12	0	0	
0	0	0	...	...	...	4	0	0	14	12	9	7	3	2	
0	0	0	...	...	...	...	...	...	14	0	11	...	...	...	
0	0	0	180	0	0	...	...	...	7	10	2	2	2	11	
7	0	0	...	...	...	...	...	..	4	8	6	1	15	1	
7	15	10	29	11	10	...	...	...	42	6	7	15	0	0	
0	0	0	..	...	...	...	..	...	7	0	0	...	...	..	
7	8	8	438	6	3	1,104	3	2	...	...	...	...	...	...	

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No. 8.

Abstract of Expenditure of the Educational Department for the year 1868—69.

Charges.	From Imperial Funds.	From Local Funds.	Total Expenditure.	Remarks.

year 1868—69.

		Charges.												Remarks.
		Schools of the Lower Class.			Hóbli Schools.			Female Schools.			Total.			
... Education	Governm	17,746	13	3	10,195	3	11	899	10	8	81,108	8	8	
	Private	17,824	10	5	...	...	...	25,077	8	8	92,590	8	10	
... Education	Governm	...	...	...	1,987	11	4	...	...	...	11,427	14	6	
	Private	...	...	...	...	...	...	...	...	...	...	...	...	
	Total.	35,571	7	8	12,182	15	3	25,977	3	4	1,85,127	0	0	

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No. 8.

bstract of Expenditure of the Educational Department for the year **1868—69.**

Charges.	From Imperial Funds.			From Local Funds.			Total Expenditure.			Remarks.
General Administration.										
irection and its subsidiary charges.	12,855	15	3	...	..	..	12,855	15	3	
spection and its subsidiary charges.	11,619	2	0	...	..	..	11,619	2	0	
Instruction.										
overnment Schools.										
General.										
her Class	41,575	1	10	718	3	11	42,293	5	9	
dle Class	9,373	7	1	600	0	0	9,973	7	1	
er Class	17,746	13	3	...	...	...	17,746	13	3	
i Schools	10,195	3	11	...	...	...	10,195	3	11	
ale Schools	903	10	8	...	...	...	903	10	8	
r items	1,769	12	0	...	...	...	1,769	12	0	
ernment Schools										
Special.										
ral Normal Schools ..	5,100	12	8	...	..	..	5,100	12	8	
i Normal Schools.. ..	1,987	11	4	...	..	..	1,987	11	4	
ineering School	4,339	6	8	...	..	..	4,339	6	8	
Grant-in-aid.										
er Class.	10,310	0	0	25,412	13	4	35,722	13	4	
dle Class.	4,960	0	0	9,005	8	5	13,965	8	5	
er Class	7,536	0	0	10,288	10	5	17,824	10	5	
ale Schools	9,960	0	0	15,117	8	8	25,077	8	8	
cellaneous, including Book Department	15,918	12	3	0	0	0	15,918	12	3	
Grand Total ...	1,66,151	12	11	61,142	12	9	2,27,294	9	8	

ICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
BANGALORE, *4th May* 1869.

B. L. RICE,
Offg. Director of Public Instruction.

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APPENDIX VI.

STATISTICAL RETURNS.

STATISTICS OF INSTRUCTION

TABULATED ACCORDING TO THE FORMS PREPARED BY THE

STATISTICAL COMMITTEE.

A ECCLESIASTICAL.

B EDUCATIONAL.

1. Universities (None).
2. Schools.

C LITERARY AND SCIENTIFIC.

1. Literary and Scientific Societies.
2. The Press.

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…vince of Mysore for the year 1868—69.

		ed … y.	From Fees and Offerings.	Explanatory Remarks.
Christian	Roman Catholi…	0	‡0	*54 Chapels, 30 Institutions, Schools and others. †The Priest at Mysore receives from His Highness Rs. 30 a month. ‡The fees and offerings are small and irregular.
	Church of Eng…	0	§600	‖7 Churches, 8 Schools, exclusive of Regimental schools §Local Subscriptions.
	Church of Scot…	0	324	
	Protestant Dis…			
	Wesleyan	0	1146	
	Independ…	0	3,205-10-1	Local Subscriptions.
	Baptists	0	0	Pastor supported by free-will offerings.
	Greeks …			
	Armenians …			
	Unitarians …			
…ndu … …		…000	26,189	
…ahome-dan	Soonee …	…589	1,571	
	Sheeah …	0	0	
…ik … …		…0	0	
…dhist or Jain …		…244	1,901	
		…993	43,131	

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BANGA…

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'or the year 1868—69.

	...tutions Aided and Unaided.							Grand Total of Schools.	Grand Total of average attendance.	Proportion of attendance to population.
		Income.			No. of persons instructed in					
	... daily.	From Endowments.	From Fees.	From Government Grant.	English.	Vernacular.	General.			
...es—										
Arts ...										
Professional ...										
...—										
Higher ...	670	14,436	10,976	10,310	746	469	...	13	1,504	
Middle ...	480	7,757	1,248	4,960	547	327	...	18	685	
Lower ...	,663	8,739	53,991	7,536	276	25,775	...	2155	32,389	
Schools—										
Higher ...	173	1,809	3,493	4,040	137	61	...	...	...	
Middle ...	98	217	308	950	138	...	...	...	...	
Lower ...	,029	9,168	122	4,970	44	1378	...	28	1,115	
Schools—										
For Masters ...	...	...	...	...	...	...	...	...	...	
For Mistresses...	...	...	...	...	...	...	...	...	...	
Schools ...	...	...	...	...	...	...	...	...	...	
Total......	,113	42,126	70,138	32,766	1888	28,010	...	2214	35,693	1 in 110·4

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1868—69.

NAME	Members or Visitors. Male.	Female.	Juvenile.	Total.	Registered or not.	When established.	
Bangalo							
Mysore Museum	129,712	73,822	...	203,534	Not.	1865	
Book Society	79	...	...	79	„	1833	
Literary and Scient	104	Ladies of a member's own family	...	104	„	1868	
St. John's Library f	30	5	4	39	„	1854	
Hindu Literary Uni	16	...	...	16	„	1862	
Cantonment Mutual Society ...	9	...	...	9	„	1867	
Mahomedan Librar	16	...	10	26	„	1862	
Mysor							
Native Literary Soc	35	...	...	35	„	1866	
Mutual Improveme	42	...	...	42	„	1867	
Shimog							
Literary Union							No Return.

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Name.	Number of Newspapers.						
	Daily.		Bi or Tri-weekly.		Weekly.		Mon…
	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.
Mysore Government Press.					The Mysore Gazette in English and Canarese.		
Columbian Press ..			Bangalore Herald, English				
Wesleyan Mission Press ...							
Roman Catholic Press ...							
Karnatic Press							
Sadar Véda Siddánta Sabha Press... ...							

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Scienti

Annual Return in the 1

RIODICALS.					YEAR.		
rly.	Yearly.		Occasionally.		Other Languages.		REMARKS.
Other Languages.	English.	Other Languages.	English.	Other Languages.	Number of Books.	No. of Copies	
					Canarese.		
					Katha Saptati	10,000	
					Padya Sára	10,000	
					Matriculation Text book (with nglish notes)	400	
					Registration Manual ...	2,500	
					11 Books	43,500	No particulars
					Philosophia Indorum ...	200	
					English and Canarese Instructor .	400	
					English and Canarese Grammar...	200	
					Sattiyópad 'sham	350	
					Japapastakam	300	
					3 Books	2,700	
2[illegible]0		1000		80	3 Books	1,800	

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Number of Newspapers.							
Daily.		Bi or Tri-weekly.		Weekly.		Monthly.	
English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other [illegible]
						150 Copies of Anché Chelan.	25,000 Copies [illegible]
					24		
					170		

ECTOR OF PUBLIC INSTRUCTION,

LORE, *4th May* 1869.

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T

Annual Return in the P—69.

…ALS.					IN THE YEAR.		
Yearly.		Occasionally.			Other Languages.		REMARKS.
English.	Other Languages.	English.	Other Languages.	No. of Copies	Number of Books.	No. of Copies	
					2 Books	2,000	
					Bhagavat Gíta	1,000	
					Naḷa Charitra	1,500	
					6 Books...	3,000	
							No Retu
							No Retu

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